

**THE INFLUENCE OF USING LIST GROUP LABEL STRATEGY TOWARDS  
STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT THE TENTH  
GRADE OF THE FIRST SEMESTER OF SMA ASSALAM TANJUNG  
SARI LAMPUNG SELATAN IN THE ACADEMIC  
YEAR OF 2018/2019**

**A Thesis  
Submitted as a Partial Fulfillment  
of the Requirements for S1- Degree**



**Study Program: English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
RADEN INTAN LAMPUNG  
2018/2019**

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**Advisor : Dr. M. Muhassin, M.Hum**

**Co-Advisor : Nunun Indrasari, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
RADEN INTAN LAMPUNG  
2018/2019**

## **ABSTRACT**

### **THE INFLUENCE OF USING LIST GROUP LABEL STRATEGY TOWARD STUDENTS' DESCRIPTIVE TEXT IN WRITING**

**ABILITY AT THE TENTH GRADE OF THE FIRST**

**SEMESTER OF SMA ASSALAMTANJUNGSARI**

**LAMPUNG SELATAN IN THE ACADEMIC**

**YEAR OF 2018/2019**



Writing is a skill to express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain, and hand. Based on preliminary research at SMA Assalam Tanjungsari South Lampung, it was found that most of students at the tenth grade of SMA AssalamTanjungsari South Lampung had difficulties of writing especially in descriptive text. The objective of the research was to know whether there is significant influence using list group label strategy toward students' desriptive text in Writing Ability at the Tenth Grade of the first semester of SMA AssalamTanjungsariSouth Lampung or not.

The research methodology used was quasi experimental design. The researcher dealt with two classes, they were an experimental class and a control class. In the experimental class, the researcher used list group label strategy, whereas in the control class the researcher used expository strategy. Each class received the same pre-test and post-test. The population of this research was thetenth grade of SMA Assalam TanjungsariSouth Lampung. The samples of this research were 2 classes consisting of 60 students. In collecting the data, the researcher used writing test to collect the data.

The researcher analyzed the data by using independent sampel t-test, the results was that there was an influence of using list group label strategy toward students' descriptive text writing ability at the first semester of tenth grade of SMA Assalam Tanjungsari South Lampung in the academic year of 2018/2019. From the data analysis computed by using SPSS, it was obtained that  $Sig = 0.012$  and  $\alpha = 0.05$ . It means  $H_a$  is accepted because  $Sig < \alpha = 0.05$ . Therefore, there was significant influence of using list group label strategy towards students' descriptive text writing ability at the first semester of Tenth grade of SMA Assalam Tanjungsari South Lampung in the academic year 2018/2019.

**Keywords:** *list group label strategy, writing ability, descriptive text, quasi experimental design*





## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

“For indeed, with hardship (will be) ease! Indeed, with hardship (will be) ease (QS. Al-

Insyirah : 5-6)<sup>1</sup>

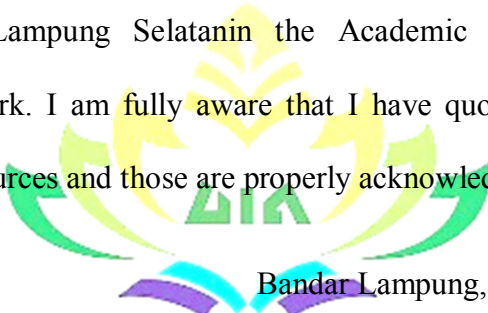


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<sup>1</sup> Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006, P.1219.

## DECLARATION

Hereby, I state this thesis entitled “The Influence of list label group strategy towards students descriptive text writing ability at the first semester of the tenth grade of SMA Assalam Tanjungsari Lampung Selatanin the Academic Year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and those are properly acknowledged in the text.



Bandar Lampung, 27 February 2019

Declared by,

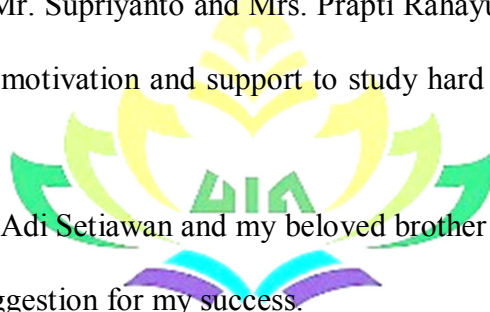
Devi Anggraeni

NPM.1411040233

## DEDICATION

I would like to dedicate this thesis for all my beloved people:

1. My beloved parents, Mr. Supriyanto and Mrs. Prapti Rahayu who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved husband Adi Setiawan and my beloved brother Hafid Rabani who always give me spirit and suggestion for my success.
3. My beloved Almamater UIN Raden Intan Lampung.
4. My Almamater UIN Raden Intan Lampung



## **CURRICULUM VITAE**

The writer's name is Devi Anggraeni. She was born in Kertosari, on June 15<sup>th</sup>, 1997.

She is the first child of Mr. Supriyanto and Mrs. Prapti Rahayu. She has one brother namely Hafid Rabani.

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Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “The Influence of Using List Group Label Strategy Toward Students’ Descriptive Text Writing Ability at the First Semester of the Tenth Grade of SMA Assalam Tanjungsari South Lampung in the Academic Year of 2018/2019” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung (UIN). When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof.Dr.H.Chairul Anwar,M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. Meisuri,M.Pd,the Chairperson of English Education Study Program of State Islamic University of Raden Intan Lampung
3. Dr. M. Muhassin, M.Hum the advisor who has patiently guided and directed until the completion of this thesis.

4. Nunun Indrasari, M.Pd, the second advisor, who has given guidance and supervision, especially in correcting this thesis well.
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6. Sudarno, S.Pd.I, the headmaster of SMA Assalam Tanjungsari South Lampung for giving the opportunity to conduct the research in the school.
7. English teacher of SMA Assalam Tanjungsari South Lampung Sumarni, S.Pd, for being helpful during the research process and giving suggestion during the research and the students at the first semester of the eighth grade of SMA Assalam Tanjungsari South Lampung.
8. The researcher's beloved friends Dela Julian Anggita, Dewi Retno Saputri, Devy Feradigma, Citra Maharani, Diana Kusuma, Atin Fitriani, Nindy Andriani, Asih Qodar, thanks for your friendship and for of the researcher's friends of English Program of State Islamic University of Raden Intan Lampung especially D class thank you for your help and motivation that given to researcher.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, 27 February 2019

The Writer

Devi Anggraeni  
1411040233



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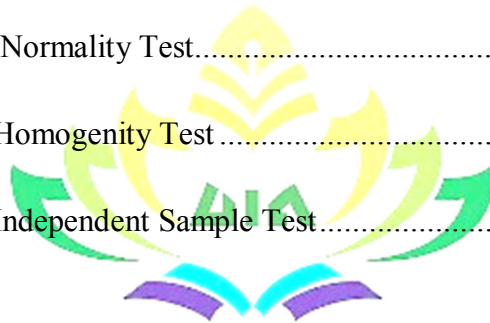
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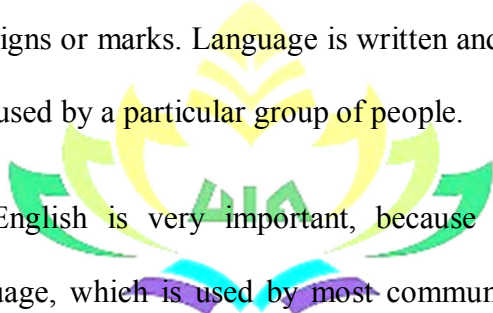
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# CHAPTER I

## INTRODUCTION

### A. Background of the problem

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. It is a system for communicating ideas and feelings using sounds, gestures, signs or marks. Language is written and spoken words combined to create meaning used by a particular group of people.

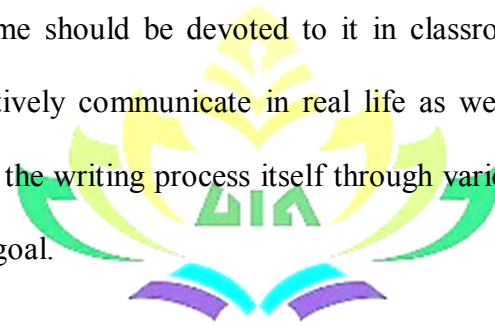


Learning English is very important, because English has become an international language, which is used by most communities in the world. Many countries use English as their second language. In spite of the difficulties in studying English, it is worthwhile to study the language because it plays a very important role in almost all fields of life such as: communication, commerce, economy, politics, education, science, technology and so on.

Writing is one of the most important skills in teaching English as a foreign language. It reflects the power of students in mastering writing techniques, so the students need to be aware of writing as a process and as a product as well. Learning writing also includes the learning of writing skills, rules and conventions. As a result, students should not only know these tactics but also know how to manage and control them. The main purpose of strategic writing instruction

is that learning to write includes the learning of mental procedures to produce writing and to control the production of writing<sup>2</sup>.

Writing has always been seen as an important skill in English language acquisition. This importance is due to the fact that it reinforces grammatical structures and vocabulary that educators strive to teach their students. It is the area in which learners need to be offered adequate time to develop their writing skill, therefore more time should be devoted to it in classrooms so that they will be prepared to effectively communicate in real life as well as academic situations. Exposing them to the writing process itself through various venues is an excellent way to reach this goal.



Teaching academic or creative writing is quite challenging for multiple reasons. Some students feel blank and unable to handle the assigned topics. They may “lack confidence” or “think” it is boring or believe they have nothing to say. They may not be also able to expand or develop their ideas. The distinction between general and specific details is sometimes opaque to them, which reduces the quality of their output. Low language proficiency is another factor that hampers the flow of their thoughts<sup>3</sup>.

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<sup>2</sup>Okasha and Hamdi (2014) *Using Strategic Writing Techniques for Promoting EFL Writing Skills and Attitudes*. Journal of Language Teaching and Research, Vol. 5, No. 3 May 2014, p. 674

<sup>3</sup> Thabet. *News E-Tools in Teaching writing under the Umbrella of Literature*. Departement of English, (Cairo University, Egypt: 2014). P.12

Additionally, writing skills can be developed when the learners' interests are acknowledged and when they are given frequent opportunities to actually practice writing. Because one of the main goals of students is to learn to produce a well thought out piece of writing, a specific writing program must be in place in order to meet the needs of these learners. After careful evaluation of the literature, it was found that numerous researchers discovered the need for students to be exposed to a variety of genres, strategies, and methods in order to succeed in the writing of English<sup>4</sup>.

As in curriculum K13 of English subject at Senior High School mentioned that one of the English teaching purposes is to develop skills in this language, in oral and written form. And based on the curriculum above the students are expected to be able to communicate both in written and spoken form. However, most of the students' skills are far from their learning target. Since studying English is not as easy as what we imagine, there are many troubles faced by the students who learn English, one of them is difficulties in writing.

In doing preliminary research the writer interviewed the teacher and the students. One of the interviewing questions that the writer asked the teacher about the students' problems in learning writing. Based on the interview that the writer

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<sup>4</sup>Cole and Feng. Effective Strategies for Improving Writing Skills of high school English Language Learners. Chinese American Educational Research and Development Association Annual Conference April 15-16,(Chicago:2015). p. 6



did to Sumarni S.Pd as English teacher in the tenth grade. She said that the students' problem in writing are: the students find difficulties to express their idea in writing form, students' vocabulary is low, the students still confuse with the tenses that use in descriptive text.<sup>5</sup>

Descriptive text is one of the functionnal text which is difficult enough to be learned by the students because sometimes in learning writing especially in writing a descriptive text usually the students we still confused with the tense that is used in descriptive text. The students we still confused with the generic structure in descriptive text. Descriptive text is a text that describes the features of someone, something, or a certain place. Descriptive text consists of introduction and description. Introduction is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text.

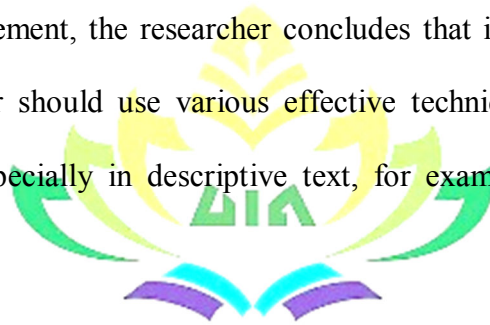
Furthermore, the writer asked the teacher about the criteria of the score in writing skill. Based on criteria of Brown, the writing score of the students is poor if the students get 45-67. (see appendix 5). Based on the data obtained by writing test from the students of the tenth grade at SMA Assalam Tanjungsari, as from 91 students of X grade only 30 (34.40%) students got score above criteria and 61

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<sup>5</sup>Sumarni S.Pd, *interview*, January 5, SMA Assalam Tanjungsari, 2018.

(65.59%) students got under criteria. So it can be said that students' writing ability in SMA Assalam is low.<sup>6</sup>

Based on the interview result with the students, the students said that they are difficult in expressing their idea in written form, they felt bored in learning English especially in learning writing, the students feel difficult in grammatical that use in descriptive text, the students did not have much vocabularies to write.<sup>7</sup> Based on the statement, the researcher concludes that in increasing their writing ability the teacher should use various effective technique to improve students' writing ability especially in descriptive text, for example by using List Group Label Strategy.



List group label (LGL) strategy is based on the notion that categorizing words can help children organize new words and experiences in relation to previously learned words. LGL attempts to improve upon the way in which children learn and remember new words. LGL was originally used in science and social studies classes; however, the strategy seems appropriate across the curriculum. List Group Label (LGL), also called semantic mapping, is designed to encourage children to improve their vocabulary and categorization skills, organize

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<sup>6</sup>*Ibid, Interview, January 5, SMA Assalam Tanjung Sari, 2018. (Unpublished)*

<sup>7</sup>Students of SMA Assalam Tanjung Sari, Interview, January 5, 2018 (Unpublished)

their verbal concepts, aid them in remembering and reinforcing new words, and activate their prior knowledge about the subject.

The writer chooses to use list group label because it helps students to organize their understanding of specific vocabulary. Then students can develop ideas related to the vocabulary obtained related to the topic and write it down into several sentences. Therefore this strategy helps students to improve their abilities to communicate or express ideas and thoughts in written form which fulfills five components of writing.

There are several previous studies that relevant to this research as follows:

Tiur Asih Siburian (2013) discussed about “Improving Students’ Achievement on Writing Descriptive Text through Think Pair Share. The result was found that average scores of students in every evaluation kept improving. It can be said that there isa significant improvement on the students’ achievement in writing descriptive text by applying the application of Think Pair Share method. It can be seen from the improvement of mean of students’ score, namely: the mean of first evaluation (66,4375) sharply increased to the mean of second and the third evaluation, which have 78,125and 87,5625 respectively The score continuously improve from the first evaluation to the third evaluation. Observation result shows that the students give their good attitudes and responses during teaching and learning process by applying the application of TPS (Think Pair Share) method.

Questionnaire and interview report shows that students agree that the application of TPS (Think Pair Share) method have helped them in writing descriptive text. It can be concluded that the application of TPS method significantly improves students' achievement in writing descriptive text.<sup>8</sup>

Novi Puspitasari<sup>et.al</sup> (2015) discussed about the influence of using List Group Label toward student's vocabulary mastery at the eighth grade of SMPN 2 Sekampung Udik in the academic year of 2014/2015. The result of the study showed that there was a significant influence for experimental group taught by using LGL ( list group label) strategy in learning English vocabulary. It implied that LGL strategy was effective to students' vocabulary mastery.<sup>9</sup>

SitiMasitoh<sup>et.al</sup> (2015) discussed about "Improving Students' Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at the Eight Grade Students of SMP Islam Terpadu Fitrah Insani". The result of the research can be concluded that using GBA can improve students' ability in writing descriptive text in junior high school. It is proved by the students' score of to observed (9.474) and

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<sup>8</sup>TiurAsihSiburian, International Journal of Language Learning and Applied Linguistics World Vol. 3 No. 3: Improving Students' Achievement on Writing Descriptive Text Through Think Pair Share, (UniversitasNegeri Medan, July, 2013), P. 42. Available on <https://www.google.com/search?q=Improving+Students+Achievement+on+Writing+Descriptive+Text+Through+Think+Pair+Share>. was accessed on August 7<sup>th</sup>, 2017

<sup>9</sup>Novi Puspitasari, the influence of using List Group Label toward student's vocabulary mastery at the eighth grade of SMPN 2 Sekampung Udik in the academic year of 2014/2015, (universitas islam negeri raden intan, 2015), P.188

table (2.07). It can be seen that tobserved9.474 was higher than the critical value of ttable2.07. In addition, it was clear that the alternative hypothesis was accepted, there was significant, p value was 0.000 ( $p < 0.05$ ). In other word, the null hypothesis was rejected. Using GBA to improving students' ability in writing descriptive text is easier and more understandable. It helped students to write a descriptive text easily and accurately to write the parts and characteristics of the object. This way can also help the teacher develop their ideas about text.<sup>10</sup>

Based on the statement above, the writer conducted an experimental research entitled: "The Influence of Using List Group Label strategy toward students' desriptive text in Writing Ability at the Tenth Grade of the first semester of SMA Assalam Tanjungsari Lampung Selatan in the academic year of 2018/2019."

## **B. Identification of the Problem**

According to background above, there are some problem:

1. The students' writing ability in descriptive text is still low.
2. The students found difficulties to develop and to express the idea in writing descriptive text.

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<sup>10</sup>SitiMasitoh*et.al*, ELTIN Journal Vol. 3 No 1: Improving Students' Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at the Eight Grade Students of SMP Islam TerpaduFitrahInsani, (STKIP Siliwangi Bandung, 2015) , P. 50 . Available on <http://download.portalgaruda.org/article.php?article=402308&val=7095>.was accessed on August 7<sup>th</sup>, 2017

3. The teacher used monotonous strategy in teaching writing which is expository strategy.

### **C. Limitation of the Problem**

From the identification above, the writer limits the problem mainly on teaching writing using the List Group Label Strategy at the tenth grade of the first semester of SMA Assalam Tanjungsari in the academic year of 2018/2019.

### **D. Formulation of the Problem**

Based on the background above, the problem that came up in this research formulates as follow: “Is there any significant influence of using list group label strategy toward students’ descriptive text in writing ability at the tenth grade of SMA Assalam Tanjungsari Lampung Selatan in the academic year of 2018/2019?”

### **E. Objective of the Research**

The objective of the research is to know whether there is significant influence of using list group label strategy toward students’ descriptive text in writing ability or no.

### **F. Uses of the Research**

1. Theoretically, the result of the research will be expected to be used to support the theory which will be explained in the next chapter about increasing students writing ability through using List Group Label Strategy.

2. Practically, the result of the research may become new information for English teacher about how to increase student's ability in writing class by using List Group Label Strategy.

## **G. Scope of the Research**

### **1. Subject of the Research**

The subjects of this research was the students at the first semester of the tenth grade of SMA Assalam Tanjungsari Lampung Selatan.

### **2. The object of this research**

The object of the research was using List Group Label Strategy and Students' Writing descriptive Text.

### **3. Place of the Research**

Place of the research was conducted at SMA AssalamTanjungsari Lampung Selatan.

### **4. Time of the Research**

The research was conducted at the first semester in the academic year of 2018/2019.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept Teaching English as a Foreign Language

Teaching is an action to transfer knowledge from the teacher to the students. The aim is to make students understand the teacher's explanation. Teaching is a systematic activity that has many components and all of them relate to each other. For this reason, it is very important to have good management in teaching. It should be considered about teacher's skill, ability in managing the class and his or her professionalism so the teaching goal is achieved. Further, teaching is guiding and facilitating learning, permitting the learners to learn and setting the condition for the learning.

According to Harmer, "teaching means to give (someone) knowledge or to instruct or to train (someone)".<sup>11</sup> Thus, by teaching or being a teacher, someone transfers knowledge, guides and coaches other people in the learning process and gives the instruction that the student should listen to the teacher.

According to Harmer, "English as a foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country".<sup>12</sup> Hence, many students

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<sup>11</sup>Jeremy Harmer, *How to Teach English* (New England: Longman, 2002), p.56.

<sup>12</sup> Jeremy Harmer, *How to Teach Writing* (New England: Pearson Education Limited, 2004), p.39.



just use English for their communication in the school or institution. The teacher has to use effective way so the students use English in their daily communication.

In Indonesia, English is learned at schools and people do not speak the language in the society.<sup>13</sup> Consequently, In Indonesia, many people think that English is difficult because they do not practice to use it in their daily life. English in Indonesia is as foreign language, so they just learn because English is one of the subjects in their school.

From those theories, the writer concludes that teaching English as foreign language is an action to transfer English knowledge from the teacher to the students. Many students are not good in English because they just practice it in their school or institution. In this case, the teacher's ability in creating effective and good way in teaching English is very important to make the students more interested in learning English.

## **B. Concept of Writing**

Writing is one of the language skill should be mastered by the students.

Writing is one way to send the message or information from the writer to the reader. Harmer says that writing is language skill that involves language production.<sup>14</sup> It means that writing is one the way to convey the ideas into written

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<sup>13</sup> Ag. BambangSetiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.22

<sup>14</sup>Jeremy Harmer, *The practice of English Language Teaching*, (Longman, 2001),P.246

form which arrange the word into a good idea in paragraph. Writing is the skill of a writer to communicate information to reader.

According to Harmer, “writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus and the teaching of English”.<sup>15</sup> It means that writing is a skill that very important in learning English and also the one skill that is used to assess the students’ achievement of English in school.

Furthermore, writing is an expression and feelings from the writer’s mind, It happens naturally so it needs to be developed and to develop them the writer should be master the components of language. After the students master them, they can create and arrange good sentences in their writing, so the reader will get the point or idea from the result of the students’ writing. Writing is activity to express and put on the ideas or thought on written form. In addition, Harmer said that writing is a process, because it goes through many stages.<sup>16</sup> It can be said that when we are trying to write something, we need some steps.

From the statement above, it can be said that writing is not instant process.

There some steps of writing based on Harmer, they are:

## 1. Planning

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<sup>15</sup> Jeremy Harmer, *Op. Cit.*, P.31

<sup>16</sup>Jeremy Harmer, *Op. Cit.*, P.4

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making details notes. For others a few jotted words maybe enough. Still other may not actually write down any preliminary notes at all since they may do all their planning in their heads. But they will have planned, nevertheless, just ask the shopping list writer has thought at some level of conciousness about what food is needed before writing it on the piece of paper.<sup>17</sup> In this step we should decide the topic that we want to write or if we assigned one, the topic should be focused on something that interesting to us.

## 2. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing proceeds into editing, a number of drafts maybe produced on the way to the final version.<sup>18</sup> In this step, we try to write our ideas into paper. Keep writing so that our ideas can be developed even if what we write is wrong in spelling, grammar or punctuation, for we will do the next step of writing process, because we will continue the next process of editing.

## 3. Editing (reflecting and revising)

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<sup>17</sup>Jeremy Harmer,*Op. Cit.*,

<sup>18</sup>Jeremy Harmer, *Op. Cit.*,P.5

Once writers have produced a draft they then, usually, read through what have they written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around it write a new introduction.<sup>19</sup>In this step, we see our own writing wholly about punctuation, spelling and grammar, besides the content itself.

#### 4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final draft. This may look considerably different from both original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.<sup>20</sup>In this step, the writer produces a final version that has been edited in the previous steps.

In the case point, there are four processes in writing. They are planning, drafting, editing or revising, and final version. All of the processes is important to be done. Step by step give have different function in producing writing.

Based on the definition of writing above, the writer concludes that writing is the ability to create words or idea of the writer by expressing their ideas, feeling,

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<sup>19</sup>Jeremy Harmer, *Op. Cit.*,

<sup>14</sup> Jeremy Harmer, *Op. Cit.*,

and thought in order to transfer a message to the reader which requires some stages in writing.

### **C. Concept of Writing Ability**

Writing is one of the important ways to deliver information through language mastery by both the writer and the reader. Siahaan says that writing is the skill of a writer to communicate information to a reader in the written text.<sup>21</sup> It means that we must have an ability to express our ideas and thoughts in our writing clearly. It is needed in order the reader can receive the information clearly. Writing has some components that should be fulfilled. Tribble says that there are five scoring criteria for scoring of writing, they are:

1. Fulfillment and content (the ability to think creatively and develop thoughts),
2. Organization (the ability to write in appropriate manner),
3. Vocabulary (the ability to use of word or idiom),
4. Language (the ability to write in appropriate structure),
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).<sup>22</sup>

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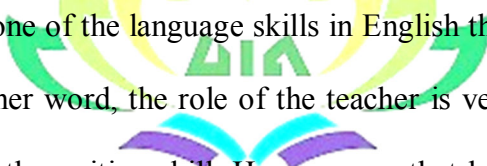
<sup>21</sup>SanggamSiahaan, *Issues in linguistics*,(Yogyakarta:Grahallmu, 2008), P.215

<sup>22</sup>Christopher Tribble, *Language Teaching Writing*, (Oxford University, 1996), P.130

Writing ability is one of the most important skills that should be mastered. If we are able to write well, it means that we are able to communicate effectively.<sup>23</sup> The reader can get the information from the writer about something explained through writing.

Based on the explanation above, the writer concludes that writing ability is an ability to communicate or express ideas and thoughts in written form which fulfills five components of writing including fulfillment and content, organization, vocabulary language and mechanics effectively.

#### **D. Concept of Teaching Writing**



Writing is one of the language skills in English that should be required by the students. In other word, the role of the teacher is very important to help the students to master the writing skill. Harmer says that by far the most important reason for teaching writing, of course, is that it is a basic of language skill.<sup>24</sup> Therefore, teaching writing to students of English is more important that other language skills, teaching or learning how to write succesfully gets even more complicated and challenged for both language teachers and students. Hoowever, many teachers agree that in the classroom, writing should be given much attention as reading, speaking nd listening. Yet may teachers and students alike consider writing to be most difficult subject of language skill to learn.

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<sup>23</sup> International and Pan-American Copyright Convention, *Junior Skill Builders: Writing in 15 minutes a day*, (USA: Learning Express, 2008), P.1

<sup>24</sup>Jeremy Harmer. *How to Teach English*, (Malaysia: Logman, 2001), p.79

It means that teaching writing text beside very important; however, learning it is not easy because the student should learn some of components namely; structure, spelling, punctuation. The teacher can teach writing easily to make students feel viable to learn. Good performance can help the teacher to send materially perfectly. Brown states that there are five types of writing class performances:

### **1. Imitative, or Writing Down**

Beginning level of learning to write, students will simply “writing down” English letters, words, and possibly sentence in order to learn the convention of the orthographic code.

### **2. Intensive, or Controlled**

Writing is sometimes used as production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercise. This type of writing does not allow much, if any, creativity on the part of the writer.

### **3. Self Writing**

As significant proportion of classroom writing may be devoted to self-writing or writing with only the self in mind as an audience.

#### 4. Display Writing

It was noted earlier that writing the second curricular context is a way of life. For all language students, short answer exercise, essay examinations, and even research reports will involve an element of display.

#### 5. Real Writing

While virtually every classroom writing task will have an element of display writing in it, the same classroom writing aims at the genuine communication of messages to an audience in need of those message.

There are subcategories illustrate how reality can be injected:

1. Academic
2. Vocational/technical
3. Personal<sup>25</sup>

When teaching writing in the classroom, has come activities in learning. The teacher not only ask her students to write sentence or composition, but also focus on refers to activity in language practice and make them more active. For example the teacher ask them to write dialog with their partner. It makes the students get ideas or suggestion from the other students.

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<sup>25</sup>H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedogagy*, Second Edition, (Logman,Inc), p.343-346



Teaching writing does not only teach how to develop ideas in writing, but also needs a serious attention of how to write English sentence grammatically and systematically. Thus teaching writing will be good if the teachers ability is being improved.

### **E. Concept of Text**

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse.<sup>26</sup> It means that text is a number of words to give a message to somebody in written or spoken.

According to Mark and Kathy there are two main categories of text, they are literary and factual. The literary are narrative, poetry and drama; the factual are recount, response, explanation, discussion, exposition and procedure.<sup>27</sup> It means that the pieces of writing are classified in based relation to the writer's intention to form a writing and readership.

The writer sets a task for this research based on the student need which related to the teaching learning at senior high school, those are: report, narrative, recount and procedure descriptive text. They will be further discussed with a focus on descriptive text.

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<sup>26</sup>Sagam Siahaan, *Generic Text Structure*, (yogyakarta: Graha Ilmu, 2008), p.1

<sup>27</sup>Mark Anderson, Kathy Anderson, *Text Type in English* (Australia: Macmillan, 1997), p.2

From the explanation above, it can be concluded that there are many kinds of text in English for teaching and learning and the writer concludes that the text is an original word of something written, printed, or spoken in contrast a summary paraphrase.

## **F. Text Types in English**

According to English syllabus for senior high school there are many kind of texts that are taught in senior high school, they are narrative, recount, procedure, and descriptive text.

### **1. Narrative**

Narrative text is a piece of text which tells a story to entertain and inform the reader or listener.<sup>28</sup> The generic structures of narrative text are orientation, complication, evaluation, and resolution. While the language feature as follows focuses on spesific participant, uses past tense, uses time connective and conjunction uses saying verb. The examples of narrative text are Cinderella, mouse deer and crocodile, Malin Kundang, etc.

### **2. Recount**

Recount text is a piece of text that retells past event usually in order in which they happened.<sup>29</sup> The generic structure is orientation, recod of event and reorientation. While its language features are focuses on the participant, uses

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<sup>28</sup>*Ibid*, p.8

<sup>29</sup>*Ibid*, p.16

time connective and conjunction, uses past tense, and uses adverb and adverb phrases.

### **3. Procedure**

Procedure text is instruction how to do and how to make smething through a sequence of step.<sup>30</sup> The purpose of procedure text is to describe how something in accomplished through a series of actionas or steps.<sup>31</sup> The generic structure of this text is goal, material and steps. The language feature of procedure text are focus on general human agents, use simple present tense, often imperative, use mainly of temporal conjunction or numbering to indicate sequence, and use mainly of material process. The example of procedure text are how too make sandwich, how to make a cup of coffe, how to make an omlet, etc.

### **4. Descriptive**

Descriptive text describes a particular person, place or thing.<sup>32</sup> Generic structures of descriptive text are identification and description. Identification identifies phenomenon to be described, and description describes parts qualities and characteristics. The language feature of descriptive text focused on spesific participants, use of adjective and adverb and use ofsimple present tense. The example of descriptive text such as describes about people (an artist, teacher, best

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<sup>30</sup>*Ibid*, p.51

<sup>31</sup>*Ibid*, p.50

<sup>32</sup>Patter Knap, Megan Watkins, *Genre, Text, grammar* (Sydney: UNSW Press, 2005), p.98-99

friend). Place, such as Borobudur and Prambanan temple. Thing such as plant, for example *Rafflesia arnoldi*.

Based on the explanation above, it can be conclude that there are many kinds of texts in teaching writing for student of senior high school and each student must be able to understand the generic structure and language feature of the texts.

#### **G. Concept of Descriptive Text**

Siahaan says that description is a written English text in which the writer describes an object. In this text, the object can be concrete or abstract object. It can be person, or an animal, or a tree, or a house, or camping. It can be about any topic.<sup>33</sup> It is containing two competents; identification and description by which a writer describes an object as her/his topic.

Descriptive writing is the easiest of the four domains in writing, because it deals with the concrete and the text element of descriptive are identification and description. Therefore descriptive writing can be easily practiced, if the students understand the object. In addition, Pardiyono says that to make descriptive text the students must implement the important part of descriptive text, they are:

##### **1. Communicative purpose**

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<sup>33</sup>Sanggam Siahaan, *Op. Cit.* P.89

Description is a type of writing text, which has the spesific function to give description about an object.

## 2. Rhetorical structure

The rhetorical structures are the part text. Each part has its own function. In other words, rhetorical structures of the descriptive text are:

**Identification** : It is statement or short paragraph that identifies the object that going to describe. It usually interesting and able to provide the readers to be eager ro read the text.

**Description** : It may consist of one or several paragraph. This part is used to give sufficient about the object that is mentioned in the identification part, it can be done according to different angles. Such as size, length, strength, color, height, conditon of location, weather, ect.

## 3. Gramatical patterns (language features)

In this context, grammatical patterns mean the patterns of the grammatical often used in certain kind of the text. The grammatical patterns commonly used in descriptive text are:

- a. Use of verb; be (is, are, am), have linking verb (same looks, sound, like)
- b. Use of simple present tense, present prefect tense.

- c. Use of adjectives to describes the conditional of the object.<sup>34</sup>

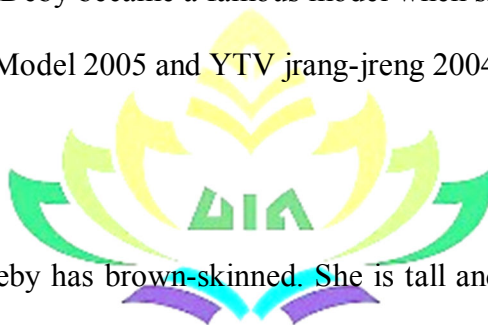
There is example of descriptive text: **Deby Putti**

**Identification:**

Deby Putti is

a model from Surabaya. Now she is a student of state Senior High School 71 Surabaya. Deby is the first daughter of Mr. Fajar Putti and Mrs. Ana Karaeng. Deby became a famous model when she won the competition of Teenage Model 2005 and YTV jrang-jreng 2004.

**Description:**



Deby has brown-skinned. She is tall and slender. She is 17 years old. Deby has wavy, short, black hair, a pointed nose and rather big ears. Her face is oval and her cheeks are dimpled when she smile.

Deby is an attractive girl in her blue jeans. She like wearing a catton jacket and a t-shirt. She always wants to feel relaxed. She is neat and well dressed.

Deby is cheerful and friendly girl. Everybody likes her because she is humorous and creative girl. She gets on well with other people and

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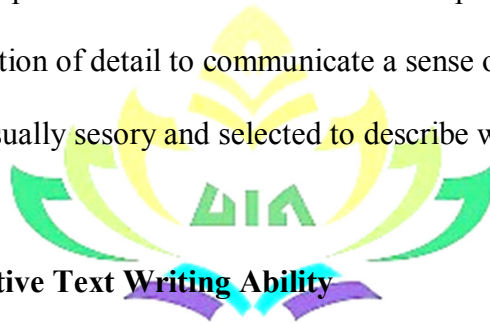
<sup>34</sup> Pariyono, *Pasti Bisa! Teaching Genre-Based Writing*, (Jakarta:Penerbit ANDI, 2006), p.126

she never forces her opinion on others. But sometimes Deby has a short tempered when she loses her personal things.

Her hobbies are cooking Japanese food, singing and shopping.

Deby has beautiful voice and her favorite singer is Kisdayanti.<sup>35</sup>

Based on the explanation above, is a clear description of people, place, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of detail to communicate a sense of subject being described. Details used are usually sensory and selected to describe what the writer sees, smell, touches and tastes.



#### **H. Concept of Descriptive Text Writing Ability**

Pardiyono says that to make the descriptive text clear, the students must implement the important part of descriptive besides the genre.<sup>36</sup> It means that the students must be able to understand the grammatical, purposes of descriptive text then they can write descriptive text correctly.

Writing ability is then defined as technical competence to arrange and produce written form in which the writer uses certain of variables of Tribble states,

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<sup>35</sup>Th.M.Sudarwati, Eudia Grace, *Look A Head I An English Course For Senior High School Students Year X*, (Jakarta:Erlangga, 2007), p.133

<sup>36</sup>Pardiyono, *Teaching Genre-Based Writing*, (ANDI OFFSET: Yogyakarta 2007), p.34

that there are five scoring criteria for scoring writing, they are: task fulfillment/content, organization, vocabulary, language and mechanics.<sup>37</sup>

From all the definition above, it can be concluded that students' descriptive text writing ability is the ability to describe the characteristics of something; it can be a person, a place, or thing so the readers understand about the object even can imagine it with good mastery of aspects of writing like contents, organizations, vocabularies, languages and mechanics, language, and mechanics.

## **I. Concept of List Group Label Strategy**

### **1. Definition of List Group Label**

According to Brummer, List Group Label strategy is a classification strategy encourages brainstorming to categorize and organize vocabulary in relation to the text.<sup>38</sup>

List Group Label strategy is a very helpful strategy to decrease students' difficulties in writing, especially in writing descriptive text. Further, According to Christian List Group Label assist students with moving from specific to concepts or big ideas by looking for similarities in words on the word list and deciding where to place words.<sup>39</sup> It means that List Group Label Strategy can be used to enable students to write descriptive text and

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<sup>37</sup> Christopher Tribble, *Op.cit*, p.130

<sup>38</sup>Trisha Brummer, *Writing Strategies for Shell Education*, New York. Teaching That Makes Sense Inc 2008, p. 32

<sup>39</sup>Jhon Christian, *Writing Across Curriculum*, (Michigan, 2005).p. 13.



make the writing is easy to do that. It will help students to write what they want to produce something.

List Group Label is very similar to Brainstorming, but the benefit of this activity is that students organize the knowledge that they have generated. List Group Label is an easy to use strategy that uses listing, grouping/labeling, and follow-up. List Group Label is a way to teach students to organize verbal concepts.<sup>40</sup>

List group label strategy helps students work with new terminology and internalize vocabulary. It teaches students vocabulary and builds their critical analysis abilities, because it requires them to think about how to group or categorize things, and why they are doing so. A listgroup label should also help students to organize their thought processes.

List Group Label (LGL), also called semantic mapping, is designed to encourage student to improve their vocabulary and categorization skills, organize their verbal concepts, aid them in remembering and reinforcing new words, and activate their prior knowledge about the subject.<sup>41</sup>

Based on the explanation above, List Group Label (LGL) is strategy that categorizing words can help student organize new words and experiences in relation to

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<sup>40</sup> Jetton & Dole, *Organizing for Effective Content Area writing Instruction*, (New York:2004), p. 13

<sup>41</sup> Hilda Taba, *Teacher's handbook for Senior social studies. Writing*, (MA: Addison-Wesley:1967), p 45

previously learned words. LGL attempts to improve upon the way in which student learn and remember new words.

## **2. Procedure of List Group Label Strategy**

Four steps of list group label strategy there are:

- a. TOPIC: Place the topic or key word on the board or overhead.

The teacher chooses the key word or topic to be analyzed and asks the students to look at the topic word and to think about all the terms that they know that relate to this word. Provide students with some time to think about their responses.

- b. LIST – list all the words related to the topic word.

Call on students one by one to share their vocabulary words with the group. As the students generate these terms, write them on an overhead transparency or on the board so that everyone can read them. Discuss any of the terms that might be difficult or unfamiliar.

- c. GROUP – categorize the vocabulary words.

When the students have exhausted their responses, allow the students to place the terms in categories. (Remember, this is not the time to label the categories.) Discuss the possible reasons for placing words or terms in particular groups. Many terms may fit into several categories or groups.

- d. LABEL – label all the categories or groups

To refine the categorization skills of students, assign labels as a class to the various categories that have been developed.<sup>42</sup>

The writer concludes that there are four steps that can be used in list group label. There are topic, list, group, and label. The four steps will make students able to group words, categorize words and also label the word. and help students to learn more about the new vocabulary that makes it easier for them to write, especially descriptive text.

### **3. The Advantages and Disadvantages of List Group Label**

The advantages of List, Group, Label are as follows:

1. It helps students organize their understanding of specific vocabulary and concepts.
2. Help studentss built their vocabulary and help students organize their ideas.
3. It builds on students' prior knowledge about a topic.
4. It actively engages students in learning new vocabulary and content by activating their critical thinking skills.
5. It can develop their idea about something.

The disadvantages of List Group Label are as follow:

1. The student lack critical thinking to label new vocabulary

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<sup>42</sup>Jetton & Dole,*Organizing for Effective Content Area writing Instruction*, (New York, 2004),p.

2. The limitation of students in the new vocabulary and their meaning.

Based on the explanation above, the writer concludes the strategy it helps students organize their understanding of new vocabulary and can develop their idea about something but the student lack critical thinking to label new vocabulary.

## **J. Concept of Expository Strategy**

### **1. Definition of Expository Strategy**

Expository strategy is one of learning strategy is used in the classroom, where the teacher focus to explain the material, in their words the teacher is talkative.<sup>43</sup> Further, expository strategy is one of learning strategy that emphasize to order material through oral from the teacher to the students.<sup>44</sup> It means that the expository strategy is a strategy where the teacher is the most important role there and the focus material only from the teacher. moreover, the teacher hold the most important role, because expository strategy is the manner of presentation lesson which done by the teacher with the verbal explanation directly.<sup>45</sup> It can be inferred that expository strategy as one way communication, it also describe that

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<sup>43</sup> Sofyana Hanani, Penerapan strategi pembelajaran expository program studi pendidikan (jakarta: IKIP Veteran Semarang, 2005), p. 59.

<sup>44</sup> Wina Sanjaya, Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan (Jakarta: Kencana Prenada Media Group, 2006), p. 179.

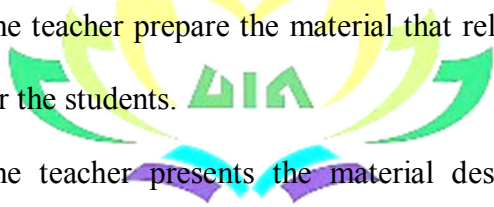
<sup>45</sup> *Ibid.*

the students ability have limited knowledge cause the students just focus on the teacher gives.

Based on the explanation above, the writer concludes that expository strategy is the strategy of the teacher use to teach which the focus or the central material only given by the teacher with explanation to the student directly.

## **2. Procedure of Teaching Descriptive Text Writing though Expository Strategy**

There are procedure of teaching descriptive text writing though Expository Strategy:

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- 1) The teacher prepare the material that related with descriptive text for the students.
  - 2) The teacher presents the material descriptie text an gives an example of descriptive text for the students.
  - 3) The teacher explains about descriptive text with generic structure and grammatical features.
  - 4) The teacher correlates the material with the students experience and ask the students to make a descriptive text.
  - 5) Then the teacher gives conclusion in the end of material.

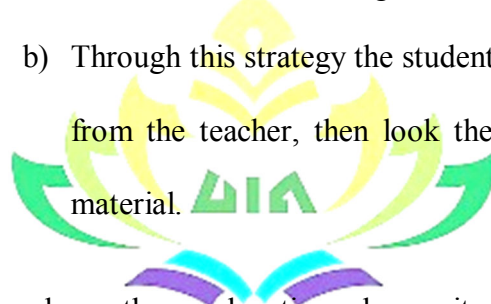
Based on the explanation above, it can be inferred that the procedure of teaching descriptive text writing through expository strategy start from the teacher prepares until the teacher closes the material.

## **3. Strength and Weakness of Using Expository Strategy**

The strength and weakness of using expository strategy as a strategy in writing of English teaching learning process. There are some of strength and weakness of using expository strategy, they are as follow:

### **1) Strength of Using Expository Strategy**

- a) Through this strategy the teacher can control the material and this strategy can be used of the total students, in another words in the large class.
- b) Through this strategy the students can hear through speech from the teacher, then look the demonstration about the material.



Based on the explanation above, it can be inferred that the expository strategy has strength from the students through oral by their teacher.

### **2) Weakness of Using Expository Strategy**

- a) This strategy only can be done for students that have good listening ability and give good attention. For students do not have good listening ability, need another strategy.
- b) Because this strategy is given by talkative teacher. So that, it is difficult to increase students ability in socialization, interpersonal related, and critical think ability.
- c) So that, this strategy happen on one way communication,

d) then the opportunity for controlling the students understand about the material is limited. Besides that, the one way communication can cause the students' knowledge is narrow about what their teacher given.<sup>46</sup>

Based on the explanation above, it can be inferred that the expository strategy has weakness to be used in the writing classroom.

#### **K. Frame of Thinking**

List group label (LGL) strategy is a good strategy to help students' ability in writing. This strategy enables the students to get idea and express their ideas because in this strategy the students can develop their idea in descriptive text that they want to write. It can make the students easier in writing when they have to describe an object in the form of writing.

List group label strategy is a very helpful strategy to decrease students' difficulties in writing, especially in writing descriptive text. Further, According to Christian, List Group Label assist students with moving from specific to concepts or big ideas by looking for similarities in words on the word list and deciding where to place words. It means that List Group Label Strategy enables the students to write descriptive text and make writing processeasier. It will help students to write what they want to write. This strategy teaches to add vocabulary skills to the student, list group label

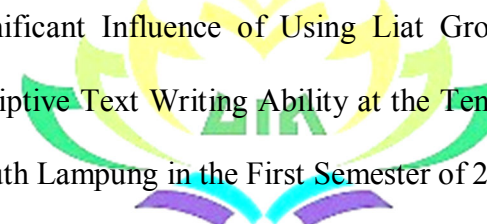
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<sup>46</sup>*Ibid* pp. 190-191.

requires them to think about how to group or categorize things, and why they are doing so. A listgroup label also helps students to organize their thought processes. Consequentially, they will decide that studying English is fun and comfortable. The writer will assume that there is influence of using list group label strategy toward students' writing ability, practically in descriptive text.

#### **L. Hypothesis**

Based on the frame of thinking above, the writer formulates the hypotheses as follows:

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- H<sub>a</sub>: There is a significant Influence of Using Liat Group Label Strategy toward Students' Descriptive Text Writing Ability at the Tenth Grade of SMA Assalam Tanjungsari South Lampung in the First Semester of 2018/2019 Academic Year.
- H<sub>0</sub>: There is no significant Influence of Using Liat Group Label Strategy toward Students' Descriptive Text Writing Ability at the Tenth Grade of SMA Assalam Tanjungsari South Lampung in the First Semester of 2018/2019 Academic Year.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research the writer used experimental research design. Experimental is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.<sup>47</sup>

In experimental design the writer used quasi-experimental design. Quasi-experiments included assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.<sup>48</sup> It is more efficient if the writer used quasi-experimental design because, it is not random participants. Further, the varieties of quasi-experimental designs, which can be divided into two main categories, there are pre- and posttest, posttest only.<sup>49</sup> It is describes that quasi-experimental design do not have random assignment, then quasi-experimental divided into categories pre-test and post-test,

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<sup>47</sup>DonalAry, Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education 8<sup>th</sup> edition*, (Wadsworth: Nelson Education, 8<sup>th</sup> Education, 2010), p.301

<sup>48</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4<sup>th</sup> Ed), (Boston: Pearson Education, 2012). P.309

<sup>49</sup>*Ibid.*, p.310

post-test only. The writer assigns intact groups the experimental and control treatments, conducts experimental treatment activities with the experimental activities with the experimental group only, and then administers a posttest to assess the differences between the two groups.<sup>50</sup> The research design can be presented as follows:

G1 : T1 O T2

G2 : T1 X T2

Notes:

G1 : Group one (Control Class)

G2 : Group two (Experimental Class)

T1 : Pre-test

T2 : Post-test

O : Treatment by using Expository Strategy

X : Treatment by using list group label strategy

In this research, the students was given pre-test to know their writing ability in descriptive text before treatment and post-test after the treatment by using List Group Label strategy. The pre-test and post-test conducted for control class and experimental class. In the control class, the treatment used expository

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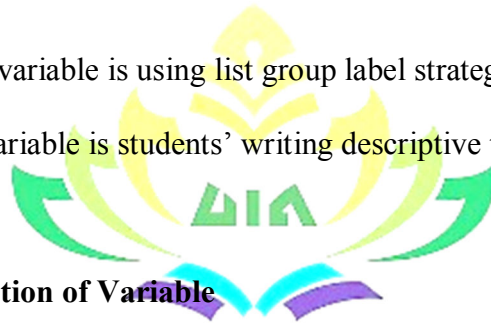
<sup>50</sup>*Ibid.*

strategy that is usually used by the teacher in teaching and learning process. In the experimental class, the writer used List Group Label strategy as the experimental treatment.

## **B. Variables of the research**

Variable is a characteristic of people group that the attitude or the environment which has a variation between one person to another.<sup>51</sup> In this research there was two variables, namely:

1. Independent variable is using list group label strategy (X)
2. Dependent variable is students' writing descriptive text ability (Y)



## **C. Operational Definition of Variable**

The operational definition of variable was used to explain the variables which were used in this research to avoid misconception of variables presented in this research. The operational definitions of variables were as follow:

1. Independent variable (X)

List Group Label strategy is a classification strategy encourages brainstorming to categorize and organize vocabulary in relation to the text.

List Group Label strategy is a very helpful strategy to decrease students' difficulties in writing, especially in writing descriptive text. Further, List

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<sup>51</sup> Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif* (1<sup>st</sup> Edition), (Yogyakarta: Graha Ilmu, 2006), p.101

Group Label assist students with moving from specific to concepts or big ideas by looking for similarities in words on the word list and deciding where to place words.

## 2. Dependent variable (Y)

Students' descriptive text writing ability is their ability to describe the characteristics of students' of something; it can be person, animals, or thing so the readers understand about the object even can imagine it with good mastery of aspects of writing like contents, organizations, vocabularies, languages and mechanics.

## D. Population, Sample and Sampling

### 1. Population

According to Creswell, population is group of individuals who have the same characteristic.<sup>52</sup> A group of individuals (a group of organization) with some common defining characteristic that the writer can identify and study is called target population.<sup>53</sup> The populations of this research were all students at the first semester of the tenth grade at SMA Assalam Tanjungsari South Lampung in the academic year of 2017/2018. The total numbers of population are 91 students in 3 classes could be seen from the table 1:

**Table 1**

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<sup>52</sup>Cresswell, J. W., *Educational Research*. (2nd Ed). (Pearson Prentice Hall: Upper Saddle River, New Jersey, 2012). p.142

<sup>53</sup>*Ibid.*, p.142

**Total Students at First Semester of the Tenth Grade of SMA Assalam  
Tanjungsari South Lampung in the Academic Year 2018/2019**

Number	Class	Gender		Number of Student
		Male	Female	
1	X.1	12	18	30
2	X.2	14	17	31
3	X.3	14	18	30
<b>Total</b>				<b>91</b>

*Source: Document of students' at the SMA Assalam Tanjungsari South Lampung*

## 2. Sample of The Research

According to Arikunto, sample is several or representation of the population research.<sup>54</sup> The sample of the research were two classes, the first class as experimental class and the second class as the control class.

## 3. Sampling Technique

The sampling technique in this research was cluster random sampling. The selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.<sup>55</sup> One class as control class and one class as experimental class. The writer conducted the research at the tenth grade. The tenth grade consists of three classes and the writer was select two classes as the sample. Here are the steps of taking sample by using cluster random sampling technique.

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<sup>54</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.174

<sup>55</sup> Jack R. Fraenkel, Norman E. Wallen, Hellen H. Hyun, *How to Design and Evaluate Research in Education* (8 Ed), (New York: McGraw-Hill Companies, Inc, 2009), p.96

- a. First, the writer provided three pieces of small paper each paper contained the name of 3 classes.
- b. Second, the writer rolled up and put the paper into a box.
- c. After that, the box was shaken until one of the rolled-paper out of the box. It was done twice since the samples were consists of two classes.
- d. The writer choosen one piece of paper randomly, the first as experimental class and the second as control class.

#### **E. Instrument of The Research**

The instrument was used in this research was writing test. This test has a purpose to measured the students' writing ability. The writer made two instruments, they were pre-test and post-test. The instrument of pre-test and post-test were tests to be composed of a descriptive text that consist of 75-100 words by looking at pictures provided and 70 minutes for time allocation.

**Table2**

#### **Pre-test Topics**

<b>No.</b>	<b>Pre-test Instrument</b>	<b>Times</b>
1.	Elephant	70 minutes
2.	Agnes Monica	
3.	My classroom	

**Table 3**

**Post-test Topics**

No.	Post-test Instrument	Times
1.	Rabbit	70 minutes
2.	Joko Widodo	
3.	My home	

**F. Research Procedure**

The procedures of this research were as follows:

**1. Planning**

Before the writer apply the research procedure, the writer made some planning to run the application well. The procedure of making plan of this research was as follows:

**1) Determining the subject**

The writer choosen the students of the tenth grade of SMA Assalam Tanjungsari Lampung Selatan as the subject of research, one class as experimental class, and one class as a control class.

**2) Preparing the Pre-test**

The writer prepared a kind of test (called pre-test) that is given to the students to know the students' writing ability in descriptive text.

3) Determining the material

The writer determined the material that was taught to the students, and the material was descriptive text writing.

4) Preparing the Post-test

The writer prepared a kind of test (called post-test) that is given to the students to know whether the students' writing ability in descriptive text increased or no.

**2. Application**

After making plan, the writer tried to apply the research procedure that was already planned. There were some steps in did in this research, they were:

- a. In the first meeting, the writer gave the pre-test. This test is in the form of descriptive text that consists of minimally 75 words in 70 minutes.
- b. After gave the pre-test to the students, the writer conducted the treatment by using List Group Label strategy in the experimental class and conducted the treatment by using expository strategy in the control class.
- c. In the last meeting, the writer gave the post-test. Then this test was in the form of descriptive text that consists of minimally 75 words in 70 minutes.



### 3. Reporting

In this step, the writer collected the data of the pre-test and post-test. After that, the writer analyzed whether the result of the post-test is higher than pre-test or not. In other words, it is known whether List Group Label strategy can give a significant influence of students' writing ability in descriptive text or not. The last point in research procedure is reporting. The writer reported the result of the research.

#### G. Scoring Scale for Evaluating Students' Writing Descriptive Text Ability

The following is the blue print of writing test. The score was calculated based on the following scoring systems proposed by Christopher Tribble.<sup>56</sup>

##### a. Task Fulfillment / Content

20- 1 7	<b>Excellent to very good:</b> Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
16- 1 2	<b>Good to average:</b> Adequate treatment of topic; some variety of ideas or argument; some independent of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.

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<sup>56</sup>Christopher Tribble, 1996, *Language Teaching Writing*, Oxford, Oxford University, p.130.

11-8	<b>Fair to poor:</b> Treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content; lacking detail.
7-5	<b>Very poor :</b> Inadequate treatment of the topic; no variety of ideas or argument; content irrelevant; or very repeated; almost no useful detail
4-0	<b>Inadequate :</b> Fails to address the task with any effectiveness

#### b. Organization

20-17	<b>Excellent to very good :</b> Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	<b>Good to average :</b> Uneven expression, but main ideas stand out; paragraphing or section organization evident; logically sequenced ( coherence ); some connectives used ( cohesion )
11-8	<b>Fair to poor :</b> Very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequence difficult to follow ( coherence ); connective largely

	absent ( cohesion )
7-5	<b>Very poor</b> : Lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence ( coherence); connectives not used ( cohesion )
4-0	<b>Inadequate</b> : Fails to address this of aspect of the task with any effectiveness

### c. Vocabulary

20-17	<b>Excellent to very good</b> : Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register
16-12	<b>Good to average</b> : adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate
11-8	<b>Fair to poor</b> : limited range of vocabulary; a noticable number of mistakes in word/idiom choice and usage; register not always appropriate
	<b>Very poor</b> : No range of vocabulary; uncomfortably frequent

7-5	mistakes in word/idiom choice and usage; no apparent sense of register
4-0	<b>Inadequate</b> : Fails to address this aspect of the task with any effectiveness

#### d. Language

30-24	<b>Excellent to very good</b> : confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured
23-18	<b>Good to average</b> : acceptable grammar but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
17-10	<b>Fair to poor</b> : insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured

9-6	<b>Very poor</b> : major problems with structures-even simple ones; frequent errors of negotion, agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
5-0	<b>Inadequate</b> : Fails to address this aspect of the task with any effectiveness

**e. Mechanics**

10-8	<b>Excellent to very good:</b> demonstrates full command of spelling, punctuation, capitalization, layout.
7-5	<b>Good to average:</b> occasional errors in spelling, punctuation, capitalization, layout.
4-2	<b>Fair to poor:</b> frequent errors in spelling, punctuation, capitalization, layout.
1-0	<b>Very poor</b> : : Fails to address this aspect of the task with any effectiveness

$$\text{Final Score} = C + O + V + L + M$$

Note :

C : Content (20)

O : Organization (20)

V : Vocabulary (20)

L : Language (30)

M : Mechanic (10)

## **H. Validity and Reliability, and Readability of the Test.**

### **1. Validity of Test**

A good test is test that has validity. The test can be considered valid if the instrument item can be used to measure what should be measured.<sup>57</sup> A test is valid if the test can really test what needs to be tested correctly. To measured whether the test is valid or not, the writer analyzed the test from content validity and construct validity.

#### **a. Content Validity**

The content validity is the extent to which a test measures a representative sample of subject matter, the focus of the content validity is a adequacy of the

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<sup>57</sup>SuharsimiArikunto, *Op. Cit.*, p.211

sample and simply on the appearance of the test.<sup>58</sup> It means that to get the content validity the test appropriate with the students' book that is test is suited with the material that was taught to the students. In the other words, the writer made the test based on the syllabus for Senior High School students. Thus, it can be said that the test has content validity since it was a good representation of material in the classroom.

#### b. Content Validity

Construct validity is a second category of validity that teacher must be aware of in considering language. It means that item should really show whether they have in using descriptive text that have been teach or not. The test item should really measured that students' descriptive text. To got the construct validity evidence, the writer arranged the material based on the objectives of teaching in the school based on the curriculum for tenth grade of SMA Assalam Tanjungsari Lampung Selatan and the writer consulted the instrument to the English teacher at SMA Assalam Tanjungsari, Mrs. Sumarni S. Pd to made sure that instrument has construct validity evidence.

## 2. Reliability of the Test

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<sup>58</sup>AnasSudijono, *PengantarEvaluasiPendidikan*, (Jakarta: Rajawali Press, 2013), p.211

Fraenkel and Wallen say that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.<sup>59</sup> A good test must have high reliability besides having high validity. To get the reliability of the test, the researcher was used inter rater reliability. This inters rater reliability counts level of the reliability based on two series of score that were gotten by two raters or more simultaneously. They were the teacher and the researcher.

Furthermore, to know the degree of the level of reliability of written, the researcher will consult the criteria of reliability as follows:<sup>60</sup>

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.600 – 0.799 is high

Reliability coefficient 0.400 – 0.599 is fair

Reliability coefficient 0.200 – 0.399 is low

Reliability coefficient 0.000 – 0.199 is very low.

The result from analyzing the students' score of writing test in post test by using SPSS, the researcher got the result 0.926 for post test. Then, in pre test got the result 0.890.

Based on the criteria of reliability the data is high reliability.

### **3. Readability of the Test**

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<sup>59</sup>Jack R. Fraenkel and Norman E. Wallen, *Op. Cit.*, P.154

<sup>60</sup>Suharsimi Arikunto, *Op. Cit.*, P.319



Readability is what makes some texts easier to read others. It is often confused with legibility, which concerns type face and layout.<sup>61</sup> According to Goerge in Dubay book defines readability as “the easy of understanding or comprehension due to the style of writing.” This definition focuses on writing style as separate from issues such as content, coherence, and organization. In a similar manner, Hargis and her colleagues at IBM in Dubay book state that readability, the “easy of reading words and sentences,” is an attribute of clarity.<sup>62</sup> The readability of the writing gave to the some students in the tenth grade as the test takers.

To know readability of the descriptive text writing ability test document, the researcher followed kouame’s research. The participants evaluate instructions and the understandability of each item on a scale of 1 to 10, where 1 describes an item that is easy to read and 10 describes an item is difficult to read.<sup>63</sup> It means that in the test the researcher used readability to measure the instruction correctly. After that, the researcher measure mean of each item. The result of readability of writing test was 1.82 lower than 4.46 it means that the instrument was readable (see appendix 17)

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<sup>61</sup>Goerge in William H. Dubay, *The Principles of readability*, (California : Costa Mesa, 2014), p.3

<sup>62</sup>*Ibid*

<sup>63</sup> Julient B. Koumae, Jurnal of Multy Disciplinary Evaluation Vol No. 14August 2010:*Using Readability Test to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Western Michigan Univerity, p.133

## **I. Data Analysis**

### **1. Fulfillment of Assessment**

After collected the data, the writer analyzed the data by using t-test. There were two tests that must be done before the writer analyzed the data by using t-test. They were normality test and homogeneity test.

#### **a. Normality Test**

The normality test was used to know whether the data in the experimental class and control classes are normally distributed or not.<sup>64</sup>In this research, the writer used statistical computation by using SPSS (Statistical Program for Social Science).The test of homogeneity employing Liliefors Test.

While the criteria of acceptance or rejection of normality test are as follows:

Ho is accepted if  $\text{sig} \geq \alpha = 0.05$

Ha is accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test were formulated as follows:

Ho : the data are normally distributed

Ha : the data are not normally distributed.

#### **b. Homogeneity Test**

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<sup>64</sup>Budiyono, *Statistika untuk Penelitian*, (Surakarta: University Press, 2004), p.170

After the writer got the conclusion of normality test, the writer did the homogeneity test in order to know whether the data was homogenous or not. In this research, the writer used statistical computation by using SPSS (Statistical Program for Social Science). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test were as follows:

Ho is accepted if  $\text{sig} \geq \alpha = 0.05$

Ha is accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test were formulated as follows:

Ho = the variances of the data are homogenous

Ha = the variances of the data are not homogenous.

## **2. Hypothetical Test**

After the writer knew that the data were normal and homogeneous, the data were analyzed by using independent sample t-test in order to know the significance of the treatment effect.

While the criteria acceptance or rejection of hypotheses test are:

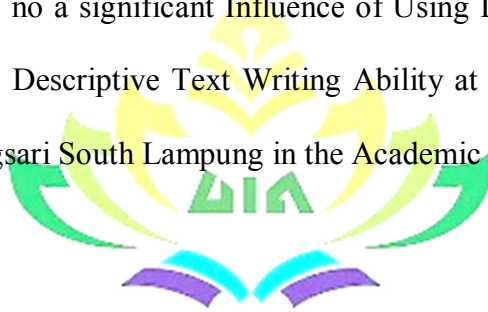
Ha is accepted if  $\text{sig} < \alpha = 0.05$

Ho is accepted if  $\text{sig} \geq \alpha = 0.05$

The hypotheses are:

Ha : There is a significant Influence of Using Liat Group Label Strategy toward Students' Descriptive Text Writing Ability at the Tenth Grade of SMA Assalam Tanjungsari South Lampung in the Academic Year of 2018/2019.

Ho : There is no a significant Influence of Using Liat Group Label Strategy toward Students' Descriptive Text Writing Ability at the Tenth Grade of SMA Assalam Tanjungsari South Lampung in the Academic Year of 2018/2019.



## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Research Procedure**

The research was conducted in October 8<sup>th</sup>, 2018. Before conducting the research, the writer asked permission to the headmaster and the English teacher at SMA Assalam Tanjungsari Lampung Selatan. After getting the permission, the writer conducted through the following steps:

1. Determined the subject of the research, namely the students at the first semester of the tenth grade of SMA Assalam Tanjungsari Lampung Selatan.
2. Determined the sample of research by using cluster random sampling.
3. Hold the pre-test in order to know the students' writing ability in descriptive text before they have treatment.
4. Analyzed the data gotten through pre-test.
5. Giving the treatments to the sample class, the material was about descriptive text writing.
6. Holding the post-test in order to know the students' writing ability in descriptive text after the treatments.
7. Analyzed the data which gotten through post-test. The data were analyzed by using statistic formula.
8. Tested the hypothesis and made the conclusion.
9. Reported the result of the research.

## **B. Data Description**

This research was conducted in three meetings. On Tuesday, October 9<sup>th</sup>, 2018 the writer administered the pre-test. The writer gave the pre-test and post-test to experimental class (X.1) and control class (X.3).

The writer gave the pre-test, on Tuesday, October 9<sup>th</sup>, 2018 in experimental class and control class. In experimental class which consisted of 30 students and in the control class which consisted of 30 students. When the writer gave the pre-test all the students followed the test.

The first treatment was done on Thursday, October 11<sup>th</sup>, 2018 at 07.30 AM - 09.00 AM in control class and at 10.00 AM - 11.30 AM in experimental class. There was no student absent in the experimental class and there were two students absent in control class.

The writer gave the second treatment on Tuesday, October 16<sup>th</sup>, 2018 in experimental class at 07.30 AM – 09.30 AM and in control class at 10.00 AM - 11.30 AM. In the second meeting there was no student absent in experimental class and control class.

Then, on Thursday, October 18<sup>th</sup>, 2018 the writer gave the third treatment in control class the treatment at 07.30 AM -09.00 AM and at 10.00 AM - 11.30 AM in

experimental class. There was a student absent in the experimental class and there was no student absent in control class.

For the last meeting, the writer gave the post test to the students in experimental class and control class on Tuesday, October 23<sup>rd</sup>, 2018 in experimental class at 07.30 AM – 09.00 AM and in control class at 10.00 AM - 11.30 AM. In the post test there was no student absent in experimental class and control class.

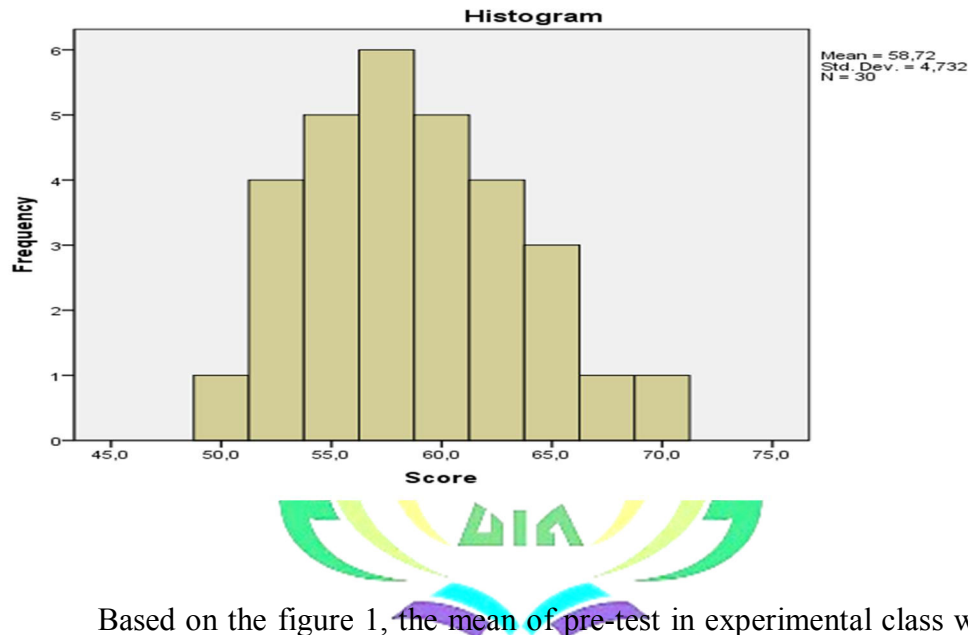
### **C. Result of the Research**

#### **1. Result of Pre-test in Experimental Class**

The writer conducted pre-test in order to know students' writing ability before the treatments were given. The pre test was administrated on Tuesday, October 9<sup>th</sup>, 2018 at 07.30 AM – 09.00 AM. The scores of students' writing tested in pre-test in the experimental class can be seen in Figure 1.

Figure 1

Graphs of the Pre Test Result in Experimental Class



Based on the figure 1, the mean of pre-test in experimental class was 58.72, standard of deviation was 4.732, N was 30, median was 58.00, variance was 22.391, minimum score was 50.00 and maximum score was 69.00. (See appendix 22)

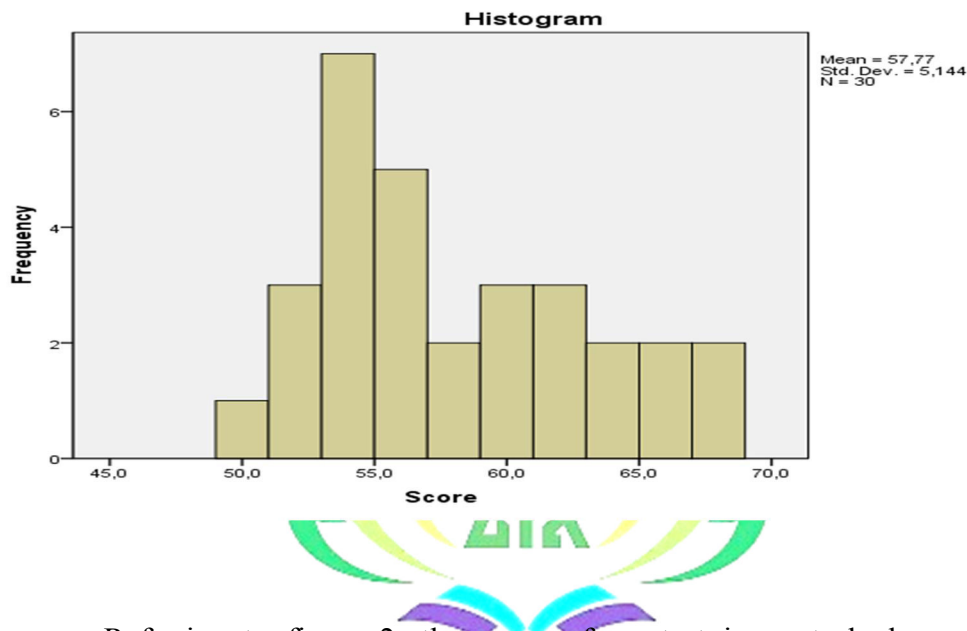
## 2. Result of Pre-test in Control Class

The writer conducted pre-test in order to know students' writing ability before the treatments were given. The pre test was administrated on Tuesday, October 9<sup>th</sup>, 2018 at 10.00 AM - 11.30 AM for the X.3 as the control class. The scores of students' writing tested in pre-test in the experimental class and control class could be seen in Figure 2.



Figure 2

Graphs of the Pre Test Result in Control Class



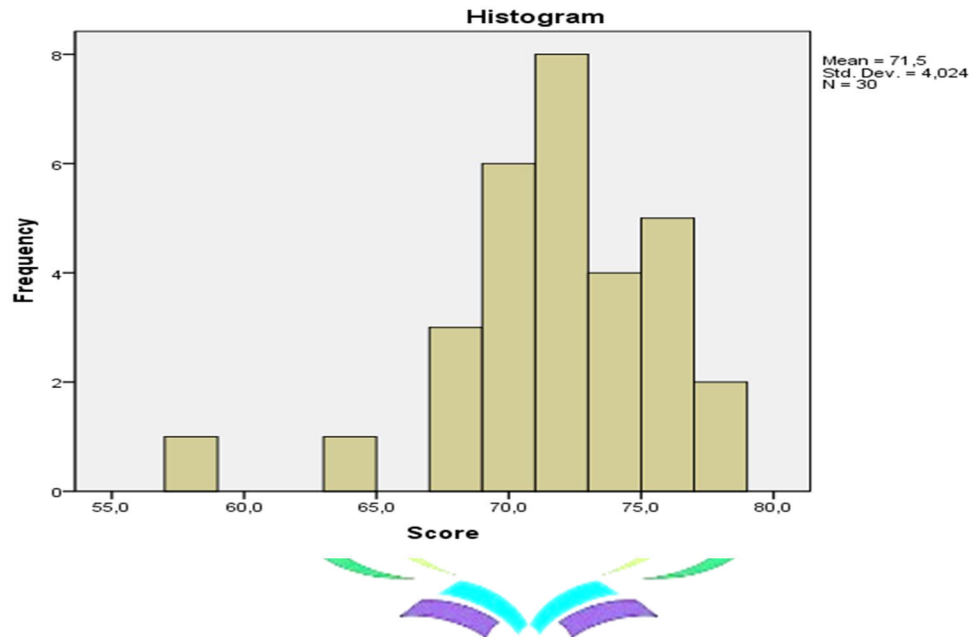
Referring to figure 2, the mean of pre-test in control class was 57.76, standard deviation was 5.144, N was 30, median was 56.00, variance was 26.461, minimum score was 50.00, and maximum score was 68.00. (See appendix 23)

### 3. Result of Post-test in Experimental Class

The writer also gave post-test in experimental class to know students' writing ability in descriptive text after the treatment. It was administrated on Tuesday, October 23<sup>rd</sup>, 2018 at 07.30 AM – 09.00 AM. The scores of students' writing tested in post test in the experimental class can be seen in Figure 3.

Figure 3

Graphs of the Post Test Result in Experimental Class



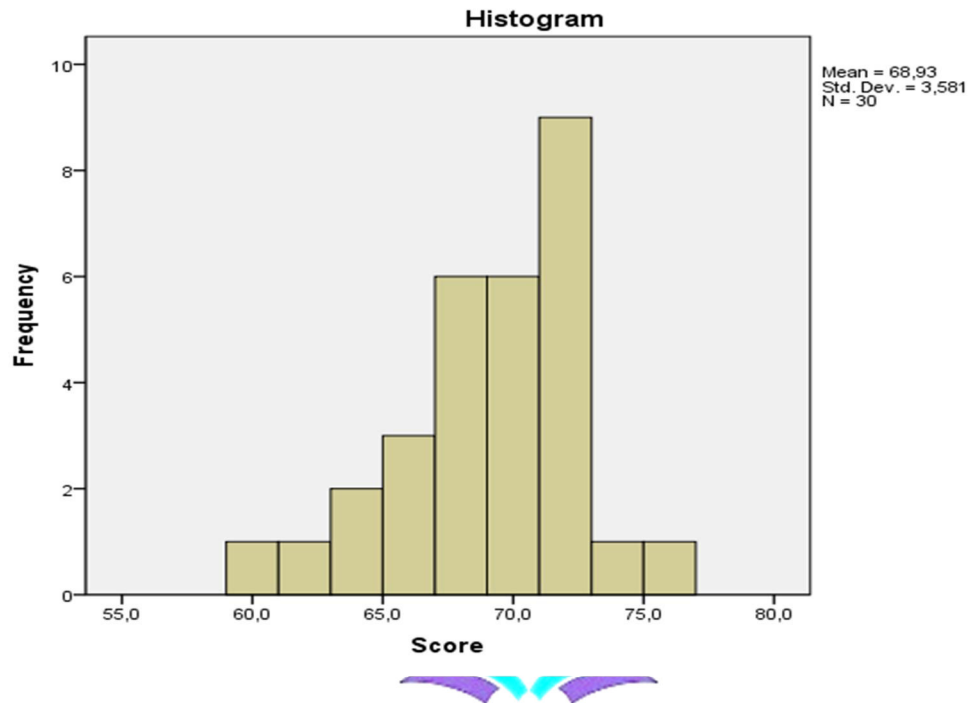
Related to figure 3, the mean of post test in experimental class was 71.50, standard of deviation was 4.024, N was 30, median was 72.00, variance was 16.190, minimum score was 58.00, and maximum score was 78.00. It showed students' writing ability in descriptive text after they got treatments. (See appendix 24)

#### 4. Result of Post-test in Control Class

The writer also gave post-test in control class to know students' writing ability in descriptive text after the treatment. It was administrated on Tuesday, October 23<sup>rd</sup>, 2018 10.00 AM - 11.30 AM. The scores of students' writing tested in post test in the control class can be seen in Figure 4.

Figure 4

## Graphs of Post Test Result in Control Class



Based on the figure 4, the mean of post test in control class was 68.93, standard deviation was 3.581, N was 30, median was 70.00, variance was 12.823, minimum score was 60.00, and maximum score was 76.00. (See appendix 25)

### D. Data Analysis

#### 1. Fulfillment of the assumption

Parametric test are significance test which assume a certain distribution of the data (usually the normal distribution) assume an interval level of measurement and assume homogeneity of variances when two or more sample are being compared. In

order to get a certain distribution of the data, the writer did some test and homogeneity test.

#### **a. Result of Normality Test**

The Normality was used to measure whether the data in experimental class and control class has the normal distribution or not. In this research, the writer used statistical computation by using SPSS 16.0 (*Statistical Package for Social Science*) was used in statistical computation for normality test. The tests of normality employed are Kolmogorov- Smirnov and Shapiro Wilk.

The hypothesis for the normality test was formulated as follows:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed.

While the criteria of acceptance or rejection of normality test were as follows:

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

**Table 4**  
**Normality of the Experimental and Control Class**

		Tests of Normality					
	Clas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Gain	1	.135	30	.200	.987	30	.371
	2	.142	30	.182	.947	30	.193

Related on the Table 2, it can be seen that Sig. ( $p_{value}$ ) for experimental class was shows 0.200 and Sig. ( $p_{value}$ ) for control class was 0.182 and  $\alpha = 0.05$ . Because Sig. ( $p_{value}$ )  $> \alpha$ . So,  $H_0$  is accepted and the conclusion is that the population is in the normal distribution. (See appendix 18)

#### **b. Result of Homogeneity Test**

After the writer got the conclusion of normality test, the writer did the homogeneity test in order to know whether the data is homogenous or not. In this research, the writer used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test were as follows:

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test were formulated as follows:

$H_0$  = The variances of the data are homogenous

$H_a$  = The variances of the data are not homogenous

**Table 5**  
**Homogeneity of Experimental and Control Class**

<b>Test of Homogeneity of Variances</b>				
Score	Levene Statistic	df1	df2	Sig.
	4.175	1	58	.072

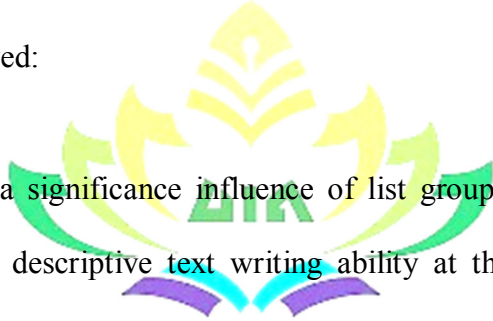
Based on the results obtained in the test of homogeneity of variances in the column Levene Statistics, it can be seen that  $\text{Sig. } (p_{\text{value}}) = 0.072 > \alpha = 0.05$ . It demonstrated that  $H_0$  was accepted because  $\text{Sig. } (p_{\text{value}}) > \alpha = 0.05$ . It means that the variance of the data was homogenous. (See appendix 19)

## 2. Result of Hypothetical Test

### a. Hypothetical test

Based on the previous explanation it can be concluded that the normality and homogeneity test had fulfilled the standard criteria. Therefore, the writer used the following t-test by independent t-test by using SPSS (*Statistical Package for Social Science*) for hypothetical of test.

The hypotheses as followed:



Ha : There is a significance influence of list group label strategy towards students' descriptive text writing ability at the first semester of the tenth grade of SMA Assalam Tanjungsari Lampung Selatan in the academic year of 2018/2019.

There is no significance influence of using list group label strategy towards students' descriptive text writing ability at the first semester of the tenth grade of SMA 1 Assalam Tanjungsari Lampung Selatan in  
: the academic year of 2018/2019.

Ho

The criteria of acceptance or rejection of the hypothesis for Hypothetical test was:

$H_a$  is accepted if  $Sig. \geq \alpha 0.05$

$H_o$  is accepted if  $Sig. < \alpha 0.05$

**Table 6**  
**The Result of Hypothetical Test**



T	Df	Sig. (2-tailed)
4.175	30	.013

Based on the result obtained in the independent sample t-test in the Table 9 that the value of significant generated  $Sig. (\rho_{value}) = 0.013 < \alpha = 0.05$ . So,  $H_o$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there was any significant influence of using list group label strategy towards students descriptive text writing ability at the first semester of the tenth grade of SMA Assalam Tanjungsari Lampung Selatan in the academic year of 2018/2019. (See appendix 21)

### 3. Discussion



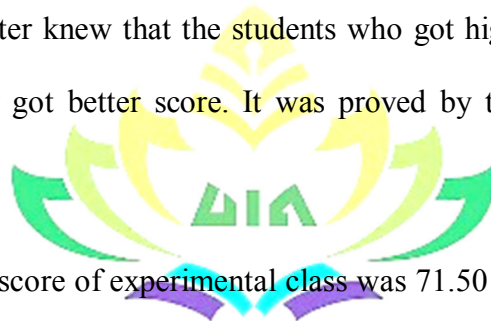
Referring to the result of research, it shows that list group label strategy can give influence to the students' writing ability in descriptive text. It could be seen from the calculation of normality test and homogeneity tests, both of classes are normally distributed and have no differences of variants. The two classes were given by different treatments. It can be seen that the average score of students' writing ability in descriptive text who are taught by using list group label strategy higher than those who are taught without using group label strategy.

Besides, group label strategy can improve each aspects of students' descriptive text writing ability in content, organization, vocabulary, language and mechanics. Because group label strategy makes the students become interested to write the text, list group label strategy in descriptive text helps the students to improve their writing and enjoy in writing activity. Group label strategy is another strategy that can be regarded as developing from a focus in teaching and learning process.

In order to know the influence of using list group label strategy towards students' writing ability in descriptive text the writer did three treatments. In the first treatments held on Thrusday, October 11<sup>th</sup> 2018, the second treatment on Tuesday, October 16<sup>th</sup> 2018 and the third treatments on Thrusday, October 18<sup>th</sup> 2018. At the beginning class, the writer taught the students using list group label strategy in experimental class. The material was three topics descriptive text for three meeting.

Before doing the treatments the writer explained to the students about descriptive text and explained how to use procedure of group label strategy in descriptive text.

The last of the research, post test was given to measure the improvement of descriptive text writing ability in both classes after treatments done. Based on analysis the data and testing hypothesis, the result of the calculation was found that null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. From the analysis, the writer knew that the students who got high frequency of using list group label strategy got better score. It was proved by the average score in both classes.



The average score of experimental class was 71.50 and average score control class was 68.93. Therefore, it can be concluded that using group label strategy is one of good strategy in motivating students' in learning English, especially in writing. It means that there is a significant influence of using list group label strategy towards students descriptive text writing ability at the first semester of the tenth grade of SMA Assalam Lampung Selatan in the academic year of 2018/2019.

List Group Label Strategy assist the students to improve their vocabulary skills and learn to organize concepts in writing<sup>65</sup>. It means that List Group Label

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<sup>65</sup>Jhon Christian, *Writing Across Curriculum*, (Michigan, 2005).p. 13.

Strategy can be used to enable students to write and make the writing is easy to do that. It will help students to write what they want to produce something.

There is previous research about the List Group Label Strategy the research was conducted by Latifah discussing about “Improving Students’ Writing Skill on Recount Text through List Group Label Strategy towards Students’ Eighth Grade of SMP N 2 Sentolo in Academic Year 2011/2012 ”. The result was found that average scores of students in every evaluation kept improving. It can be said that there is a significant improvement on the students’ achievement in writing recount text by applying the application of List Group Label Strategy. It can be seen from the improvement of mean of students’ score, namely: the mean of first evaluation (62,14) sharply increased to the mean of second and third evaluation, which have 71,55 and 77,09 respectively score continuously improve from the first evaluation to the third evaluation. Observation result shows that the students give their good attitudes and responses during teaching and learning process by applying the application of List Group Label Strategy. Questionnaire and interview report shows that the students agree that the application of List Group Label Strategy have helped them in writing recount text. It can be concluded that the application of List Group Label Strategy significantly improves students’ achievement in writing recount text.<sup>66</sup>

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<sup>66</sup> Siti Latifah, Yogyakarta University. *Improving Students’ Writing Skill on Recount Text through List Group Label Strategy* (online) [https://jurnal.fkip.uny.ac.id/index.php/bhs\\_inggris/article/view/7823](https://jurnal.fkip.uny.ac.id/index.php/bhs_inggris/article/view/7823). was accessed on January, 16 th 2019

From that statement above the researcher can be concluded that the students' can be improved writing skill by using List Group Label Strategy.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After conducting the research and analyzing the data, the conclusion can be drawn as follows: there is significant influence of using group label strategy towards students descriptive text writing ability. Because from the result of the data calculation in previous chapter where null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted, it means that the researcher assumption is true that is to say, group label strategy can give a significant influence towards students descriptive text writing ability.

It was supported by the score achieved by that students in which they got higher scores after the researcher gave the treatment by using group label strategy as a strategy to teaching writing. The significant influence can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample t-test table where the sig. (2-tailed) is 0.013 it is lower than  $\alpha = 0.05$  and it means  $H_0$  is rejected and  $H_a$  is accepted. It can be proved from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is not accepted.

## **B. Suggestion**

Based on the conclusion above, the researcher gives some suggestions as follow:

### **1. Suggestion to the teacher**

The researcher suggests between the teacher and the students have good cooperation in order to be success in teaching and learning process. It will be better for teacher if she uses appropriate technique in teaching writing. The appropriate technique will make the students interested in learning material. The researcher suggests to the teacher to use group label strategy to teach writing especially in recount text.

### **2. Suggestion for the students**

The researcher recommends the students to consider the importance of mastering English especially to write. Instead of thinking that are lazy and difficult to write. Besides, the students are advisable pay attention when the teacher's explanation. Not only that, the students do not be shy to ask the teacher if they do not understand about the material that has been given and the students should study hard and practice more in writing English to improve their writing ability. They also should be active and creative in learning activity.

### **3. Suggestion to the Further next Research**

In this research the researcher focused on the influence of using group label strategy towards students descriptive text writing ability in senior high school. Therefore, it

is suggested for the next researcher to investigate the influence of other strategy towards other English skills such as listening, speaking, or reading.



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# APPENDICES



## Appendix 1

### THE RESULT OF INTERVIEW THE TEACHER

No.	Question	Answer	Conclusion
1.	When did you start teaching English?	I started teaching on June 30 <sup>th</sup> 2008 at SMA Assalam Tanjungsari South Lampung	Mrs. Sumarni has been teaching at SMA Assalam Tanjungsari South Lampung for 10 years
2.	How do you get the material to teach the students?	I get the material from many sources such as students book, internet, LKS, and many other sources that support my lesson.	It can be concluded that the teacher uses many sources to teach the students it is not only LKS, but also students book, internet and many other.
3.	Can you tell me your experience in teaching English, especially writing descriptive text?	In teaching writing descriptive text, I just explain to students about descriptive text, and I ask the students to learn descriptive text from the book, to add the knowledge I ask the students to search from the internet. And then after the students know	It can be concluded that the teacher in teaching writing descriptive text, the teacher just explain about descriptive text and give exercise to the students and submit it to the teacher and teacher give the score.

		about descriptive text, I ask the students to make descriptive text.	
4.	What the method or tehnique that you use in teaching writing descriptive text?	In teaching writing descriptive text, I use expository strategy. I explain the materials based on the textbook's intruction. Then I ask the students to do the exercise and do the task.	It can be concluded that the teacher in teaching writing using expository strategy.
5.	Is there problem that you found when you teach writing especially writing descriptive text?	In learning writing descriptive text, I found that some of students did not know many vocabularies, they are difficulties to develop word become paragraph and do not know how to express	Students did not know many vocabularies, did not express ideas for develop descriptivetext.

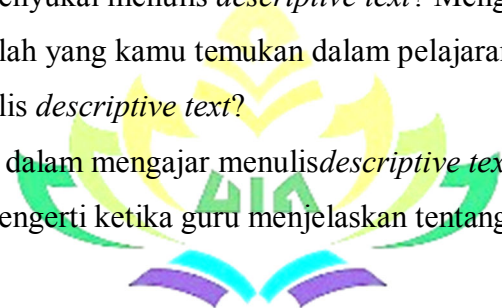
		their ideas to write in descriptivetext.	
6.	How do you respond to use list group label strategy for teaching descriptive text?	I never use it before. But we can try used it to be implemented in teaching descriptive text.	It can be concluded that the teacher has good respond about list group label strategy



## Appendix 2

### INTERVIEW FOR THE STUDENTS

1. Apakah kamu menyukai pelajaran bahasa inggris? Mengapa?
2. Apakah guru menjelaskan pelajaran menulis dengan ringkas?
3. Apakah kamu menyukai menulis *descriptive text*? Mengapa?
4. Apakah ada maslah yang kamu temukan dalam pelajaran bahasa inggris khusus nya dalam menulis *descriptive text*?
5. Bagaimana guru dalam mengajar menulis *descriptive text*?
6. Apakah kamu mengerti ketika guru menjelaskan tentang menulis *descriptivetext*?

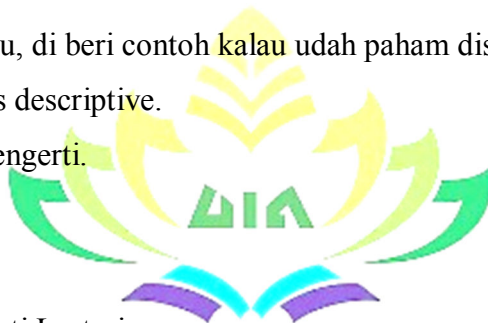


### Appendix 3

#### THE RESULT OF INTERVIEW FOR THE STUDENTS

Name of students : Mariyo

1. Saya tidak suka bahasa inggris karena susah dimengerti.
2. Ya begitulah, terlalu cepat kalau menurut saya
3. Saya tidak suka, bingung apa yang mau di tulis
4. Ada banyak yang tidak saya mengerti kosa katanya susah, banyak yang saya tidak tahu.
5. Di jelasin dulu, di beri contoh kalau udah paham disuruh latihan menulis membuat teks descriptive.
6. Ya sedikit mengerti.



Name of students : Anti Lestari

1. Ya saya suka bahasa inggris karena menarik untuk dipelajari
2. Jelas kok, ringkas jelasinnya tapi kadang ada juga yang saya tidak mengerti.
3. Ya, saya suka menulis.
4. Masalahnya kadang saya bingung ngembangin idenya, terus kosa kata saya gak terlalu banyak.
5. Ya dijelasin dulu, diberi contoh udahnya disuruh membuat teks descriptive sendiri dan dikasih nilai.
6. Ya saya mengerti walaupun sedikit.

Name of students : Amanda Lestari

1. Saya tidak suka bahasa inggris, sulit di pahami.
2. Tidak jelas, bosan belajar bahasa inggris.



3. Tidak suka.
4. Tidak tahu kosa kata sama grammar nya susah di pahami.
5. Ya dijelasin terus disuruh buat teks descriptive.
6. Ya. Tidak mengerti

Name of students: Candra Aditya Nugraha

1. Tidak suka, pelajaran bahasa inggris itu susah kadang bikin pusing
2. Terkadang guru nya jelasin nya gak jelas, singkat dan gak mengerti
3. Saya tidak suka menulis karena saya bingung mau nulis apa, saya gak punya ide-ide buat nulis.
4. Masalah nya saya kurang banyak yang tahu kosa kata jadi bingung mau translate ke bahasa inggris nya harus cari dikamus dulu dan grammar nya juga saya gak mengerti.
5. Ya guru nya cuma jelasin, sudah itu nyuruh nulis teks descriptive dan di kumpul.
6. Ya saya kurang mengerti karena menjelaskan nya terlalu cepat dan singkat.

Name of student : Lisa Marshanda

1. Tidak suka pelajaran bahasa inggris, banyak yang harus di hapal.
2. Ringkas tapi masih buat saya tidak paham.
3. Tidak, bingung ngembangin ide-ide buat nulis.
4. Masalahnya saya tidak mengerti cara menulis biar bagus.
5. Ya dijelasin, disuruh nulis teks descriptive dan dikumpul.
6. Saya tidak mengerti.

Name of student: Ridho Al Apri

1. Ya saya suka bahasa inggris, bahasa inggris itu unik menurut saya
2. Ya ringkas tapi kadang sedikit tidak jelas.
3. Ya saya suka, walaupun tidak terlalu bagus bahasa nya tapi saya suka menulis.
4. Ya ada masalah, sedikit susah karena tidak banyak yang tahu kosa kata nya sama tenses yang di pakai membuat descriptive kadang saya lupa.
5. Guru nya menjelaskan dulu, kalau masih belum paham ya di suruh baca di buku lagi, habis itu gurunya nyuruh buat teks descriptive setelah selesai dikumpul dan dikasih nilai.
6. Ya mengerti.

Nama of student: Jeni Puspitasari

1. Ya saya suka bahasa inggris, karena keren kalau bisa bahasa inggris.
2. Jelas dan ringkas
3. Ya saya suka tapi kadang sedikit bingung.
4. Ya sedikit masalahnya, saya bingung nentuin topic awal nya.
5. Ya gurunya menjelaskan teks descriptive kalau udah jelas ya disuruh buat teks descriptive.
6. Ya mengerti.

Name of student: Putra Lasman

1. Tidak suka, pelajaran bahasa inggris itu membosankan
2. Tidak jelas, gitu-gitu aja jelasin nya.
3. Tidak suka menulis, bingung mau nulis apa.
4. Masalahnya saya tidak mengerti bahasa inggris.
5. Di jelasin dulu, terus suruh buat teks nya dan di kumpul.
6. Tidak mengerti.

Name of student: Puput Permatasari

1. Ya suka sedikit, karena penting buat di pelajarin.
2. Jelas kok, Cuma gak menarik jelasin nya gitu-gitu aja.
3. Ya, saya suka menulis.
4. Ya ada masalahnya susah buat ngembangin ide, kosa-kata nya sama grammar nya kadang lupa rumus nya.
5. Ya gurunya jelasin dulu, dikasih contoh setelah itu di suruh buat teks descriptive dan dikumpul.
6. Ya mengerti.

Name of student : Luluk M.P

1. Ya saya sedikit suka belajar bahasa inggris, karena menyenangkan belajar bahasa inggris.
2. Ya jelas kalau kurang jelas di suruh tanya.
3. Tidak suka, bingung cara mengungkapkan ide nya.
4. Mengembangkan ide nya saya suka bingung.
5. Ya dijelasin, di kasih contoh habis itu dikasih tugas.
6. Ya mengerti.

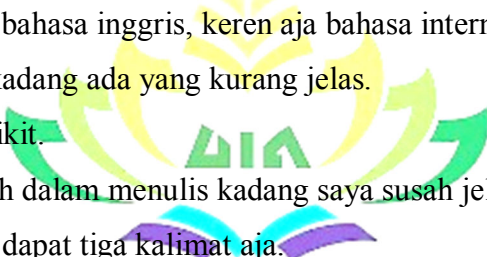
Name of student : Siti Fatimah

1. Saya tidak suka belajar bahasa inggris, suka bingung.
2. Ringkas jelasinnya.
3. Tidak, susah nentuin ide apa yang mau ditulis.
4. Ya masalahnya saya bingung di awal saat disuruh nulis.
5. Ya awal nya dijelasin, dikasih contoh dan dikasih tugas.
6. Ya saya sedikit mengerti.

Name of student : M. Rafli

1. Suka sih sedikit karena masuk pelajaran ujian nasional.
2. Jelas kadang kalau kurang jelas ditanya.
3. Tidak seberapa suka menulis, karena saya susah buat mengarang.
4. Ya lumayan bingung dengan apa yang mau ditulis.
5. Dijelasin dulu baru dikasih tugas.
6. Ya saya lumayan mengerti.

Name of student : Alvi Ismayani

- 
1. Ya saya suka bahasa inggris, keren aja bahasa internasional.
  2. Singkat tapi kadang ada yang kurang jelas.
  3. Suka tapi sedikit.
  4. Kalau masalah dalam menulis kadang saya susah jelasin ide tulisan saya kadang cuma dapat tiga kalimat aja.
  5. Di jelasin dulu udah itu disuruh nulis.
  6. Ya saya mengerti.

Name of student : Restu Ningtyas

1. Tidak suka, sulit buat dipahami.
2. Bosen jelasinnya terlalu singkat kadang saya belum mengerti.
3. Tidak suka, bingung mau nulis apa dulu.
4. Ya ada masalah nya lupa tenses nya rumus nya gimana.
5. Di jelasin dulu dan dikasih tugas kalau udh selesai jelasin nya.
6. Saya kurang mengerti

Name of student : Nurul Istikomah.

1. Tidak suka, pelajarannya sulit.
2. Bosen aja kalau belajar bahasa inggris.
3. Tidak suka.
4. Ada masalahnya saya gak suka menulis.
5. Di jelasin dan dikasih tugas.
6. Kurang mengerti.



#### Appendix 4



## PEMERINTAH KABUPATEN LAMPUNG SELATAN

### DINAS PENDIDIKAN

## SMA ASSALAM TANJUNGSARI

NIS : 200191

NSS : 201120121343

NPSN : 10800739

Email : [smaassalamtanjung Sari@gmail.com](mailto:smaassalamtanjung Sari@gmail.com) website: smaassalam.co.cc FB :

smaassalamtanjung Sari

Jl. Raya Kertosari tanjungsari, Lampung Selatan Pos 35361 Telp. 0721 7403490

Kelas : X.1

Guru Mata Pelajaran :

Sumarni, S.Pd

No	NIS	N a m a	L/P	Writing Score
1	3263	ADEK NURUL ANGGRAINI	P	75
2	3266	AKBAR DARMA WIRAWAN	L	65
3	3267	AMANDA LESTARI	P	60

4	3269	ANTI LESTARI	P	80
5	3273	CANDRA ADITYA NUGRAHA	L	60
6	3285	DESI YANTI	P	65
7	3291	DILEN	L	75
8	3302	EDI KURNIAWAN	L	68
9	3309	ELIYA SASTI	P	65
10	3313	FITRIYANI	P	60
11	3322	HAFID ARUNG LAKSONO	L	75
12	3326	INDAH YANTI	P	68
13	3345	IQBAL PRASTOWO	L	75
14	3346	LISA MARSHANDA	P	60
15	3358	MARIYO	L	60
16	3361	MELA OKTAVIA	P	65

17	3369	NINGSIH SETYAWATI	P	65
18	3367	NURUL AULIA SARI	P	65
19	3371	ONGKI SAPUTRA	L	68
20	3383	PIPIN KARTIKA	P	60
21	3390	RESTU SETYANTO	L	73
22	3395	RIDO LUANSA	L	60
23	3400	RINI ANGGRAINI	P	70
24	3407	SEDAYU F	P	68
25	3415	SELLI PUTRI	P	72
26	3416	SRI ASIH	P	80
27	3422	TARIO ANWAR	L	60
28	3423	VINCEN	L	72
29	3432	WELAS ASIH	P	75



30	3434	YENI UTARI	P	70





## PEMERINTAH KABUPATEN LAMPUNG SELATAN

### DINAS PENDIDIKAN

## SMA ASSALAM TANJUNGSARI

NIS : 200191

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Jl. Raya Kertosari tanjungsari, Lampung Selatan Pos 35361 Telp. 0721 7403490

Kelas : X.2

Sumarni, S.Pd

Guru Mata Pelajaran :

No	NIS	N a m a	L/P	Writing Score
1	3261	AHMAD SHIDIQ	L	67
2	3262	ALDI ALFA RIFANI	L	60
3	3279	ANGGARA RAMADAN T	L	65
4	3286	AYU TANTRI	P	66

5	3293	DANI EFENDI	L	68
6	3295	DEWI MEFFI ARIANTI	P	60
7	3297	ELFA RANI	P	75
8	3298	FERDA APRILIA	P	78
9	3299	FERLI RISKI	L	60
10	3310	HENZEN DANA SAPUTRA	L	67
11	3316	ILHAMDI JULIO MAUDI	L	60
12	3317	JENI PUSPITASARI	P	60
13	3306	LEO WANANDO	L	65
14	3336	LULUK M.P	P	80
15	3349	NADIA ELVIANI	P	65
16	3353	NOVI ASTUTI	P	60
17	3355	NUR ARDIANSYAH	L	78

18	3365	NURUL HASANAH	P	75
19	3382	OKTAVIA WULANDARI	P	75
20	3384	PANDU ADI WINANTA	L	55
21	3389	PUPUT PERMATA SARI	P	60
22	3398	PUTRA LASMAN	L	58
23	3399	RIDHO AL APRI	L	78
24	3405	ROHAYATI	P	65
25	3409	SINTA LIKASARI	P	60
26	3417	SUCI SETIOWATI	P	77
27	3426	SUGIYANTO	L	60
28	3435	TONI ADITYA	L	65
29	3436	VALENTINA DIVA	P	68
30	3440	VELLI NOVITASARI	P	68

31	3443	YANI ARI	P	75





## PEMERINTAH KABUPATEN LAMPUNG SELATAN

### DINAS PENDIDIKAN

## SMA ASSALAM TANJUNGSARI

NIS : 200191

NSS : 201120121343

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smaassalamtanjung Sari

Jl. Raya Kertosari tanjungsari, Lampung Selatan Pos 35361 Telp. 0721 7403490

Kelas : X.3

Sumarni, S.Pd

Guru Mata Pelajaran :

No	NIS	N a m a	L/P	Writing Score
1	3265	AFRI PUBAN AFGANTA	L	65
2	3280	AGUSTIAN	L	60
3	3288	ALVI ISMAYANI	P	70
4	3290	ANASARI	P	75

5	3294	ANDIKA	L	65
6	3300	ARMANDO	L	65
7	3301	DASLAN GUSTIAWAN	L	60
8	3307	DESI DWI FITRI	P	60
9	3320	DHISA TRIYANI	P	70
10	3321	DIMAS PRAYOGA	L	60
11	3324	DODI RANATA	L	65
12	3325	ELI OKTAVIANI	P	65
13	3331	FERI ANGGORO	L	60
14	3333	ILUT DIANTORO	L	65
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17	3348	MAIDA HERAWATI	P	85

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21	3362	OKTA RIYANTO	L	65
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23	3381	RENDI AJI PUTRA	L	65
24	3391	RESTU NINGTYAS	P	68
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26	3410	SARI MAHARANI	P	70
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29	3431	SUNDARTO	L	65
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## Appendix 5

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

#### EXPERIMENTAL CLASS

Nama Sekolah : SMA Assalam Tanjungsari Lamsel

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X/1

Alokasi Waktu : 2 X 45 menit

Topik Pembelajaran : Teks Deskriptif

Pertemuan ke- : 1



#### A. KI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

#### B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### **C. Indikator Pencapaian Kompetensi**

1. Mencocokkan kata-kata sifat dengan gambar yang tepat
2. Menuliskan tanda baca dengan benar.
3. Menuliskan generic structure text descriptive dengan benar
4. Menjawab pertanyaan dari teks deskriptive
5. Menyebutkan kata-kata sifat dalam teks deskriptive
6. Mendeskripsikan tentang seseorang

#### **D. Tujuan Pembelajaran**

**Selama dan setelah proses pembelajaran siswa dapat :**

1. Mencocokkan kata-kata sifat dengan gambar yang tepat
2. Menuliskan tanda baca dengan benar.
3. Menuliskan generic structure text descriptive dengan benar
4. Menjawab pertanyaan dari teks deskriptive
5. Menyebutkan kata-kata sifat dalam teks deskriptive
6. Mendeskripsikan tentang sesuatu

## E. Materi Pembelajaran

### Descriptive Text

#### 1. Definition of descriptive text

Descriptive text is a kind of text which describes particular things, animal, person, or others, for instance: our pets that is known well. The spesific function of descriptive text is to give description about an object (human or non-human)

#### 2. Generic structure of descriptive text

Generic structure are the special svcharacteristic of language in the text. The generic structure of descriptive text are follow:

##### a. Identification

It is part of paragraph which introduces or identifies the character to be described. It can be called general description of the subject. Usually it contains name, kind of the object, etc.

##### b. Description

It is part of paragraph which describes parts and characters of the person or something that will be described in detail so the readers can get clear description of the subject.

#### 3. The language features of descriptive text

The language features of descriptive text are as follow:

##### a. Focus on one spesific object

##### b. The use of simple present tense

Patten:

(+) S + V<sub>is/es</sub>

Example: they write a letter

(-) S + do/does + not + V<sub>1</sub>

Example: they do not write a letter

(?) Do/does + S + V<sub>1</sub>

Example: do they write a letter ?

##### c. The use of adjectives

Example: small, long, yummy, thick.

#### 4. The example of descriptive text: **Maudy Ayunda**



Maudy Ayunda is a famous artist from Indonesia. Her full name is Ayunda Faza Maudya. She was born in Jakarta on December 19, 1994.

Maudy is a good looking girl. She has thin lips, oval face, and short black hair. She has a very nice smile, an innocent look and very friendly to people.

Her hobbies are singing, swimming, writing, and playing musical instrument. She can play piano and guitar. She likes to create a song using guitar and piano.

Maudy's favorite singers are Tompi, Agnes Monica, Bruno Mars, and Taylor Swift. She thinks that they influence her career mainly in singing.

Beside singing, Maudy also plays in some movies. Her first movie title is "Untuk Rena". Then she acts in some movies like "Sang Pemimpi, Tendangan dari Langit, Perahu Kertas, and Refrain".

#### **F. Metode Pembelajaran**

- List Group Label Strategy

#### **G. Media Pembelajaran**

- Gambar

#### **H. Sumber Belajar**

- Bahasa Inggris kelas X , Kemdikbud

#### **I. Kegiatan Pembelajaran**

##### **a. Kegiatan Pendahuluan**

- Guru masuk kelas, mengucapkan salam dengan ramah kepada siswa dengan menggunakan bahasa Inggris agar *English Environment* dapat langsung tercipta di pertemuan pertama.
- Guru memberikan instruksi untuk berdoa terlebih dahulu sebelum kegiatan pembelajaran di mulai.
- Guru mengecek kehadiran para siswa.
- Memusatkan perhatian peserta didik dengan mengajukan pertanyaan tentang gambar orang terkenal (artis), ciri-ciri orang tersebut.
- Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya : guru bertanya tentang mendeskripsikan orang, tempat, benda, tanaman, hewan dan lain-lain.
- Guru menyampaikan kegiatan yang akan dilakukan hari ini dan menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi dasar dan tujuan yang akan dicapai.

##### **b. Kegiatan Inti**

Observasi :

- Siswa mengamati guru yang memberikan contoh gambar seorang artis Maudy Ayunda dan teks deskriptif
- Siswa mengamati gambar dan memahami isi teks deskriptif
- Siswa berupaya menemukan informasi terkait contoh gambar yang diperlihatkan oleh guru.

Questioning :

- Siswa membuat pertanyaan tentang terkait gambar yang diberikan oleh guru.
- Siswa bertanya langkah menyusun teks tulis deskriptif
- Siswa bertanya langkah mengungkapkan teks tulis deskriptif
- Siswa bertanya apa saja informasi yang terkandung dalam gambar

- Siswa bertanya bagaimana cara membuat kalimat-kalimat dalam teks deskriptif
- Guru bertanya tentang pertanyaan yang sudah dipikirkan atau dibuat siswa

Eksplorasi :

- Melibatkan peserta didik untuk mencari informasi yang luas dan dalam tentang topic/tema yang akan dipelajari.
- Guru menjelaskan tentang descriptive text serta rhetorical structure dan grammatical patterns yang digunakan dalam teks deskriptive.
- Guru menjelaskan langkah-langkah dalam membuat teks descriptive.

Mengasosiasi :

- Guru mempersiapkan media pembelajaran berupa gambar contohnya tentang benda terkait dengan descriptive text.
- Guru meminta siswa untuk mengumpulkan kosakata yang berkaitan dengan contoh gambar tersebut.
- Guru mengarahkan siswa untuk melabelkan dan mengelompokkan kosakata yang telah mereka kumpulkan tersebut yang berkaitan dengan contoh gambar.
- Siswa mendiskusikan catatan mereka dan mengumpulkan kosakata yang di temukan .
- Dari kosakata yang mereka kumpulkan, siswa di minta untuk membuat teks tertulis dari kosakata tersebut yang sudah berkaitan dengan contoh gambar.

Mengkomunikasikan :

- Guru bertanya tentang hal-hal yang belum diketahui siswa
- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan atas hasil kerja siswa dan mengonfirmasi, sebagai narasumber dan fasilitator .
- Guru memberikan penjelasan.

c. Kegiatan Penutup

- Siswa bersama guru menyampaikan manfaat, menyimpulkan hasil pembelajaran tentang deskriptif
- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran

## **J. Penilaian**

1. Teknik : Tes Tertulis
2. Bentuk : Menulis Text
3. Instrument :

Instrument pertemuan pertama:

Write a descriptive text with your own consist of 75-100 words by the topic below:

- a. My mother
- b. My sister

#### 4. Pedoman Penilaian

Aspek	Deskripsi	Skor
<i>Content</i>	Isi sesuai dengan tujuan.	30
<i>Organization</i>	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
<i>Vocabulary</i>	Ketepatan penggunaan kosa kata.	20
<i>Language Use</i>	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakaisehingga kalimat yang ditulis efektif dan mudah dipahami.	25
<i>Mechanics</i>	Ketepatan tanda baca dan ejaan.	5
	<b>Total</b>	<b>100</b>

(J.B.Heaton, Writing English Test, New York: Longman,1988, p.135)



Mengetahui,

Guru Mapel Bahasa Inggris

Mahasiswa Praktikan

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## Lesson Plan for Experimental Class

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

#### EXPERIMENTAL CLASS

Nama Sekolah : SMA Assalam Tanjungsari Lamsel

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X/2

Alokasi Waktu : 2 X 45 menit

Topik Pembelajaran : Teks Deskriptif

Pertemuan ke- : 2



#### A. KI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## **B. Kompetensi Dasar**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **C. Indikator Pencapaian Kompetensi**

1. Mencocokkan kata-kata sifat dengan gambar yang tepat
2. Menuliskan tanda baca dengan benar.
3. Menuliskan generic structure text descriptive dengan benar
4. Menjawab pertanyaan dari teks deskriptive
5. Menyebutkan kata-kata sifat dalam teks deskriptive
6. Mendeskripsikan tentang seseorang

## **D. Tujuan Pembelajaran**

**Selama dan setelah proses pembelajaran siswa dapat :**

1. Mencocokkan kata-kata sifat dengan gambar yang tepat
2. Menuliskan tanda baca dengan benar.
3. Menuliskan generic structure text descriptive dengan benar
4. Menjawab pertanyaan dari teks deskriptive
5. Menyebutkan kata-kata sifat dalam teks deskriptive
6. Mendeskripsikan tentang sesuatu

## E. Materi Pembelajaran

### Descriptive Text

1. Definition of descriptive text  
Descriptive text is a kind of text which describes particular things, animal, person, or others, for instance: our pets that is known well. The spesific function of descriptive text is to give description about an object (human or non-human)
2. Generic structure of descriptive text  
Generic structure are the special svharacteristic of language in the text. The generic structure of descriptive text are follow:
  - a. Identification  
It is part of paragraph which introduces or identifies the character to be described. It can be called general description of the subject. Usually it contains name, kind of the object, etc.
  - b. Description  
It is part of paragraph which describes parts and characters of the person or something that will be described in detail so the readers can get clear description of the subject.
3. The language features of descriptive text  
The language features of descriptive text are as follow:
  - a. Focus on one spesific object
  - b. The use of simple present tense  
Patten:  
 (+) S + V<sub>is/es</sub>  
 Example: they write a letter  
 (-) S + do/does + not + V<sub>1</sub>  
 Example: they do not write a letter  
 (?) Do/does + S + V<sub>1</sub>  
 Example: do they write a letter ?
  - c. The use of adjectives  
Example: small, long, yummy, thick.
4. The example of descriptive text : **Cat**

Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat.

He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject brands of cat food in favour of only the most expensive brands.

Gregory is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favourite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends.

#### **F. Metode Pembelajaran**

- List Group Label Strategy

#### **G. Media Pembelajaran**

- Gambar

#### **H. Sumber Belajar**

- Bahasa Inggris kelas X, Kemdikbud

#### **I. Kegiatan Pembelajaran**

##### **a. Kegiatan Pendahuluan**

- Guru masuk kelas, mengucapkan salam dengan ramah kepada siswa dengan menggunakan bahasa Inggris agar *English Environment* dapat langsung tercipta di pertemuan pertama.
- Guru memberikan instruksi untuk berdoa terlebih dahulu sebelum kegiatan pembelajaran di mulai.
- Guru mengecek kehadiran para siswa.
- Memusatkan perhatian peserta didik dengan mengajukan pertanyaan tentang gambar binatang, ciri-ciri orang tersebut.
- Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya : guru bertanya tentang mendeskripsikan orang, tempat, benda, tanaman, hewan dan lain-lain.

- Guru menyampaikan kegiatan yang akan dilakukan hari ini dan menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi dasar dan tujuan yang akan dicapai.

#### b. Kegiatan Inti

##### Observasi :

- Siswa mengamati guru yang memberikan contoh gambar binatang dan teks deskriptif
- Siswa mengamati gambar dan memahami isi teks deskriptif
- Siswa berupaya menemukan informasi terkait contoh gambar yang diperlihatkan oleh guru.

##### Questioning :

- Siswa membuat pertanyaan tentang terkait gambar yang diberikan oleh guru.
- Siswa bertanya langkah menyusun teks tulis deskriptif
- Siswa bertanya langkah mengungkapkan teks tulis deskriptif
- Siswa bertanya apa saja informasi yang terkandung dalam gambar
- Siswa bertanya bagaimana cara membuat kalimat-kalimat dalam teks deskriptif
- Guru bertanya tentang pertanyaan yang sudah dipikirkan atau dibuat siswa

##### Eksplorasi :

- Melibatkan peserta didik untuk mencari informasi yang luas dan dalam tentang topic/tema yang akan dipelajari.
- Guru menjelaskan tentang descriptive text serta rhetorical structure dan grammatical patterns yang digunakan dalam teks deskriptif.
- Guru menjelaskan langkah-langkah dalam membuat teks descriptive.

##### Mengasosiasi :

- Guru mempersiapkan media pembelajaran berupa gambar contohnya tentang benda terkait dengan descriptive text.
- Guru meminta siswa untuk mengumpulkan kosakata yang berkaitan dengan contoh gambar tersebut.
- Guru mengarahkan siswa untuk melabelkan dan mengelompokkan kosakata yang telah mereka kumpulkan tersebut yang berkaitan dengan contoh gambar.
- Siswa mendiskusikan catatan mereka dan mengumpulkan kosakata yang di temukan.

- Dari kosakata yang mereka kumpulkan, siswa di minta untuk membuat teks tertulis dari kosakata tersebut yang sudah berkaitan dengan contoh gambar.

Mengkomunikasikan :

- Guru bertanya tentang hal-hal yang belum diketahui siswa
- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan atas hasil kerja siswa dan mengonfirmasi, sebagai narasumber dan fasilitator .
- Guru memberikan penjelasan.

#### c. Kegiatan Penutup

- Siswa bersama guru menyampaikan manfaat, menyimpulkan hasil pembelajaran tentang deskriptif
- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran



## J. Penilaian

1. Teknik : Tes Tertulis

2. Bentuk : Menulis Text

3. Instrument :

Instrument pertemuan ke dua:

Write a descriptive text with your own consist of 75-100 words by the topic below:

- Giraffe
- Butterfly

4. Pedoman Penilaian

Aspek	Deskripsi	Skor
<i>Content</i>	Isi sesuai dengan tujuan.	30
<i>Organization</i>	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
<i>Vocabulary</i>	Ketepatan penggunaan kosa kata.	20
<i>Language Use</i>	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakaisehingga	25

	kalimat yang ditulis efektif dan mudah dipahami.	
<i>Mechanics</i>	Ketepatan tanda baca dan ejaan.	5
	<b>Total</b>	<b>100</b>

(J.B.Heaton, Writing English Test, New York: Longman,1988, p.135)

Lampung Selatan, 2018

Mengetahui

Guru Mapel Bahasa Inggris

Mahasiswa Praktikan

Sumarni, S.Pd

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Sudarno, S.Pd.I

**Lesson Plan for Experimental Class**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**



## CONTROL CLASS

Nama Sekolah : SMA Assalam Tanjungsari Lamsel

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X/2

Alokasi Waktu : 2 X 45 menit

Topik Pembelajaran : Teks Deskriptif

Pertemuan ke- : 3



### A. KI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

### B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### **C. Indikator Pencapaian Kompetensi**



1. Mencocokkan kata-kata sifat dengan gambar yang tepat
2. Menuliskan tanda baca dengan benar.
3. Menuliskan generic structure text descriptive dengan benar
4. Menjawab pertanyaan dari teks deskriptive
5. Menyebutkan kata-kata sifat dalam teks deskriptive
6. Mendeskripsikan tentang sesuatu

#### **D. Tujuan Pembelajaran**

**Selama dan setelah proses pembelajaran siswa dapat :**

1. Mencocokkan kata-kata sifat dengan gambar yang tepat
2. Menuliskan tanda baca dengan benar.
3. Menuliskan generic structure text descriptive dengan benar
4. Menjawab pertanyaan dari teks deskriptive
5. Menyebutkan kata-kata sifat dalam teks deskriptive
6. Mendeskripsikan tentang sesuatu

#### **D. Materi Pembelajaran**

## Descriptive Text

### 1. Definition of descriptive text

Descriptive text is a kind of text which describes particular things, animal, person, or others, for instance: our pets that is known well. The spesific function of descriptive text is to give description about an object (human or non-human)

### 2. Generic structure of descriptive text

Generic structure are the special svcharacteristic of language in the text. The generic structure of descriptive text are follow:

#### a. Identification

It is part of paragraph which introduces or identifies the character to be described. It can be called general description of the subject. Usually it contains name, kind of the object, etc.

#### b. Description

It is part of paragraph which describes parts and characters of the person or something that will be described in detail so the readers can get clear description of the subject.

### 3. The language features of descriptive text

The language features of descriptive text are as follow:

#### a. Focus on one spesific object

#### b. The use of simple present tense

Patten:

(+) S + V<sub>is/es</sub>

Example: they write a letter

(-) S + do/does + not + V<sub>1</sub>

Example: they do not write a letter

(?) Do/does + S + V<sub>1</sub>

Example: do they write a letter ?

#### c. The use of adjectives

Example: small, long, yummy, thick.

### 4. The example of descriptive text: **Borobudur Temple**

Borobudur is Hindu – Budhist temple. It was build in the nineth century under Sailendra dynansty of ancient Mataram Kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and concist of eight step

like stone terrace. The first five terrace are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular.

Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences templesat the Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is avaluable treasure for Indonesian people. The square are Istana Merdeka, the presidential palace, the National Museum, and the Istiqlal Mosque.

**F. Metode Pembelajaran**

- List Group Label Strategy

**G. Media Pembelajaran**

- Gambar

**H. Sumber Belajar**

- Bahasa Inggris kelas X , Kemdikbud

**I. Kegiatan Pembelajaran**

**a. Kegiatan Pendahuluan**

- Guru masuk kelas, mengucapkan salam dengan ramah kepada siswa dengan menggunakan bahasa inggris agar *English Environment* dapat langsung tercipta di pertemuan pertama.
- Guru memberikan instruksi untuk berdoa terlebih dahulu sebelum kegiatan pembelajaran di mulai.
- Guru mengecek kehadiran para siswa.
- Memusatkan perhatian peserta didik dengan mengajukan pertanyaan tentang tempat bersejarah.
- Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya : guru bertanya tentang mendeskripsikan orang, tempat, benda, tanaman, hewan dan lain-lain.
- Guru menyampaikan kegiatan yang akan dilakukan hari ini dan menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi dasar dan tujuan ang akan dicapai.

**b. Kegiatan Inti**



Observasi :

- Siswa mengamati guru yang memberikan contoh gambar candi borobudur dan teks deskriptive
- Siswa mengamati gambar dan memahami isi teks deskriptive
- Siswa berupaya menemukan informasi terkait contoh gambar yang diperlihatkan oleh guru.

Questioning :

- Siswa membuat pertanyaan tentang terkait gambar yang diberikan oleh guru.
- Siswa bertanya langkah menyusun teks tulis deskriptif
- Siswa bertanya langkah mengungkapkan teks tulis deskriptif
- Siswa bertanya apa saja informasi yang terkandung dalam gambar
- Siswa bertanya bagaimana cara membuat kalimat-kalimat dalam teks deskriptif
- Guru bertanya tentang pertanyaan yang sudah dipikirkan atau dibuat siswa



Eksplorasi :

- Melibatkan peserta didik untuk mencari informasi yang luas dan dalam tentang topic/tema yang akan dipelajari.
- Guru menjelaskan tentang descriptive text serta rhetorical structure dan grammatical patterns yang digunakan dalam teks deskriptive.
- Guru menjelaskan langkah-langkah dalam membuat teks descriptive.



Mengasosiasi :

- Guru mempersiapkan media pembelajaran berupa gambar contohnya tentang benda terkait dengan descriptive text.
- Guru meminta siswa untuk mengumpulkan kosakata yang berkaitan dengan contoh gambar tersebut.
- Guru mengarahkan siswa untuk melabelkan dan mengelompokkan kosakata yang telah mereka kumpulkan tersebut yang berkaitan dengan contoh gambar.
- Siswa mendiskusikan catatan mereka dan mengumpulkan kosakata yang di temukan .
- Dari kosakata yang mereka kumpulkan, siswa di minta untuk membuat teks tertulis dari kosakata tersebut yang sudah berkaitan dengan contoh gambar.

Mengkomunikasikan :

- Guru bertanya tentang hal-hal yang belum diketahui siswa
- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan atas hasil kerja siswa dan mengonfirmasi, sebagai narasumber dan fasilitator .
- Guru memberikan penjelasan.

c. Kegiatan Penutup

- Siswa bersama guru menyampaikan manfaat, menyimpulkan hasil pembelajaran tentang deskriptif
- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran

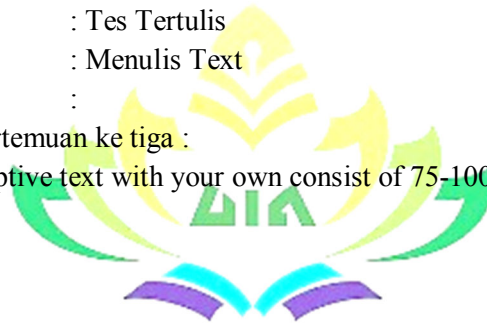
**J. Penilaian**

1. Teknik : Tes Tertulis
2. Bentuk : Menulis Text
3. Instrument :

Instrument pertemuan ke tiga :

Write a descriptive text with your own consist of 75-100 words by thr topic below:

- a. Beach
- b. Zoo



4. Pedoman Penilaian

Aspek	Deskripsi	Skor
<i>Content</i>	Isi sesuai dengan tujuan.	30
<i>Organization</i>	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
<i>Vocabulary</i>	Ketepatan penggunaan kosa kata.	20
<i>Language Use</i>	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakaisehingga	25

	kalimat yang ditulis efektif dan mudah dipahami.	
<i>Mechanics</i>	Ketepatan tanda baca dan ejaan.	5
	<b>Total</b>	<b>100</b>

(J.B.Heaton, Writing English Test, New York: Longman,1988, p.135)

Lampung Selatan, 2018

Mengetahui

Guru Mapel Bahasa Inggris

Mahasiswa Praktikan



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## Appendix 6

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

#### CONTROL CLASS

Nama Sekolah : SMA Assalam Tanjungsari Lamsel

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X/2

Alokasi Waktu : 2 X 45 menit

Topik Pembelajaran : Teks Deskriptif

Pertemuan ke- : 1



#### A. KI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan



## **B. Kompetensi Dasar**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **C. Indikator Pencapaian Kompetensi**

1. Mencocokkan kata-kata sifat dengan gambar yang tepat
2. Menuliskan tanda baca dengan benar.
3. Menuliskan generic structure text descriptive dengan benar
4. Menjawab pertanyaan dari teks deskriptive
5. Menyebutkan kata-kata sifat dalam teks deskriptive
6. Mendeskripsikan tentang sesuatu

## **D. Tujuan Pembelajaran**

**Selama dan setelah proses pembelajaran siswa dapat :**

1. Mencocokkan kata-kata sifat dengan gambar yang tepat
2. Menuliskan tanda baca dengan benar.
3. Menuliskan generic structure text descriptive dengan benar
4. Menjawab pertanyaan dari teks deskriptive
5. Menyebutkan kata-kata sifat dalam teks deskriptive
6. Mendeskripsikan tentang sesuatu

## E. Materi Pembelajaran

### Descriptive Text

#### 1. Definition of descriptive text

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It is part of paragraph which describes parts and characters of the person or something that will be described in detail so the readers can get clear description of the subject.

#### 2. The language features of descriptive text

The language features of descriptive text are as follow:

##### a. Focus on one specific object

##### b. The use of simple present tense

Pattern:

(+) S + V<sub>is/es</sub>

Example: they write a letter

(-) S + do/does + not + V<sub>1</sub>

Example: they do not write a letter

(?) Do/does + S + V<sub>1</sub>

Example: do they write a letter ?

##### c. The use of adjectives

Example: small, long, yummy, thick.

#### 3. The example of descriptive text: **Maudy Ayunda**

Maudy Ayunda is a famous artist from Indonesia. Her full name is Ayunda Faza Maudya. She was born in Jakarta on December 19, 1994.

Maudy is a good looking girl. She has thin lips, oval face, and short black hair. She has a very nice smile, an innocent look and very friendly to people.

Her hobbies are singing, swimming, writing, and playing musical instrument. She can play piano and guitar. She likes to create a song using guitar and piano.

Maudy's favorite singers are Tompi, Agnes Monica, Bruno Mars, and Taylor Swift. She thinks that they influence her career mainly in singing.

Beside singing, Maudy also plays in some movies. Her first movie title is "Untuk Rena". Then she acts in some movies like "Sang Pemimpi, Tendangan dari Langit, Perahu Kertas, and Refrain".

**F. Metode Pembelajaran**

- Expository Strategy

**G. Media Pembelajaran**

- Gambar

**H. Sumber Belajar**

- Bahasa Inggris kelas X , Kemdikbud

**I. Kegiatan Pembelajaran**

a. Kegiatan pendahuluan

- Memusatkan perhatian peserta didik dengan mengajukan pertanyaan tentang gambar orang terkenal, ciri-ciri orang tersebut.
- Siswa menerima informasi manfaat dalam kehidupan mempelajari teks descriptive.
- Guru menjelaskan acuan materi, yaitu tentang teks descriptive.

b. Kegiatan inti

Observasi:

- Siswa mengamati guru yang memberikan contoh gambar seseorang artis dan teks descriptive.
- Siswa mengamati gambar dan memahami isi teks descriptive.
- Siswa berupaya menemukan informasi terkait contoh gambar yang diperlihatkan oleh guru.

Questioning:



- Siswa membuat pertanyaan terkait gambar yang diperlihatkan oleh guru.
- Guru bertanya langkah menyusun teks tulis descriptive.
- Siswa bertanya langkah mengungkapkan teks tulis descriptive.
- Siswa bertanya informasi apa saja yang terdapat dalam gambar.
- Siswa bertanya bagaimana cara membuat kalimat dalam teks descriptive.

Eksplorasi:

- Guru memberikan topik tentang my mother dan my sister.
- Siswa berlatih mendeskripsikan seseorang tersebut secara individu.
- Siswa menyampaikan hasilnya secara individu ke depan kelas.

Mengasosiasi:

- Guru memberikan contoh cara menulis generic structure teks deskriptif dan menjelaskan sekilas tentang teks descriptif.
- Siswa berlatih kembali teks descriptif dengan menuliskan tanda baca dengan benar. (capital letter and punctuation)
- Siswa berlatih embali menuliskan tanda baca dan generic structure secara individu.

Mengkomunikasikan:

- Guru menunjuk siswa untuk maju kedepan kelas dengan santun.
- Siswa diminta untuk mendeskripikan orang .
- Siswa lain memikirkan jawabannya dan menanggapi.
- Guru memberikan penjelasan.

c. Kegiatan penutup

- Siswa bersama dengan guru menyampaikan manfaat, menyimpulkan hasil pembelajaran tentang descriptive.
- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran.

## **J. Penilaian**

1. Teknik : Tes Tertulis
2. Bentuk : Menulis Text

3. Instrument :

Instrument pertemuan pertama:

Write a descriptive text with your own consist of 75-100 words by the topic below:

- a. My mother
- b. My sister

4. Pedoman Penilaian

Aspek	Deskripsi	Skor
<i>Content</i>	Isi sesuai dengan tujuan.	30
<i>Organization</i>	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
<i>Vocabulary</i>	Ketepatan penggunaan kosa kata.	20
<i>Language Use</i>	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakaisehingga kalimat yang ditulis efektif dan mudah dipahami.	25
<i>Mechanics</i>	Ketepatan tanda baca dan ejaan.	5
	<b>Total</b>	<b>100</b>

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**Lesson Plan for Control Class**



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### CONTROL CLASS

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Alokasi Waktu : 2 X 45 menit

Topik Pembelajaran : Teks Deskriptif

Pertemuan ke- : 2



#### A. KI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## **B. Kompetensi Dasar**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
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## **C. Indikator Pencapaian Kompetensi**

1. Mencocokkan kata-kata sifat dengan gambar yang tepat
2. Menuliskan tanda baca dengan benar.
3. Menuliskan generic structure text descriptive dengan benar
4. Menjawab pertanyaan dari teks deskriptive
5. Menyebutkan kata-kata sifat dalam teks deskriptive
6. Mendeskripsikan tentang seseorang

## **D. Tujuan Pembelajaran**

**Selama dan setelah proses pembelajaran siswa dapat :**

1. Mencocokkan kata-kata sifat dengan gambar yang tepat
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5. Menyebutkan kata-kata sifat dalam teks deskriptive
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## E. Materi Pembelajaran

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##### b. The use of simple present tense

Pattern:

(+) S + V<sub>is/es</sub>

Example: they write a letter

(-) S + do/does + not + V<sub>1</sub>

Example: they do not write a letter

(?) Do/does + S + V<sub>1</sub>

Example: do they write a letter ?

##### c. The use of adjectives

Example: small, long, yummy, thick.

#### 5. The example of descriptive text : **Cat**

Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat.

He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject brands of cat food in favour of only the most expensive brands.

Gregory is as finicky about visitors as he is about what he eats, befriend some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favourite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends.

**F. Metode Pembelajaran**

- Expository Strategy

**G. Media Pembelajaran**

- Gambar

**H. Sumber Belajar**

- Bahasa Inggris kelas X , Kemdikbud

**I. Kegiatan Pembelajaran**

a. Kegiatan pendahuluan

- Memusatkan perhatian peserta didik dengan mengajukan pertanyaan tentang gambar binatang, ciri-ciri binatang tersebut.
- Siswa menerima informasi manfaat dalam kehidupan mempelajari teks descriptive.
- Guru menjelaskan acuan materi, yaitu tentang teks descriptive.

d. Kegiatan inti

Observasi:

- Siswa mengamati guru yang memberikan contoh gambar binatang dan teks descriptive.
- Siswa mengamati gambar dan memahami isi teks descriptive.
- Siswa berupaya menemukan informasi terkait contoh gambar yang diperlihatkan oleh guru.

Questioning:

- Siswa membuat pertanyaan terkait gambar yang diperlihatkan oleh guru.
- Guru bertanya langkah menyusun teks tulis descriptive.

- Siswa bertanya langkah mengungkapkan teks tulis descriptive.
- Siswa bertanya informasi apa saja yang terdapat dalam gambar.
- Siswa bertanya bagaimana cara membuat kalimat dalam teks descriptive.

Eksplorasi:

- Guru memberikan topik tentang jerapah dan kupu-kupu.
- Siswa berlatih mendeskripsikan seseorang tersebut secara individu.
- Siswa menyampaikan hasilnya secara individu ke depan kelas.

Mengasosiasi:

- Guru memberikan contoh cara menulis generic structure teks deskriptif dan menjelaskan sekilas tentang teks deskriptif.
- Siswa berlatih kembali teks deskriptif dengan menuliskan tanda baca dengan benar. (capital letter and punctuation)
- Siswa berlatih kembali menuliskan tanda baca dan generic structure secara individu.

Mengkomunikasikan:

- Guru menunjuk siswa untuk maju kedepan kelas dengan santun.
- Siswa diminta untuk mendeskripsikan binatang .
- Siswa lain memikirkan jawabannya dan menanggapi.
- Guru memberikan penjelasan.

e. Kegiatan penutup

- Siswa bersama dengan guru menyampaikan manfaat, menyimpulkan hasil pembelajaran tentang descriptive.
- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran.

## **J. Penilaian**

1. Teknik : Tes Tertulis
2. Bentuk : Menulis Text
3. Instrument

Instrument pertemuan ke dua:

Write a descriptive text with your own consist of 75-100 words by the topic below:

- a. Justin bieber
- b. Isyana Saraswati

1. Pedoman Penilaian

Aspek	Deskripsi	Skor
<i>Content</i>	Isi sesuai dengan tujuan.	30
<i>Organization</i>	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
<i>Vocabulary</i>	Ketepatan penggunaan kosa kata.	20
<i>Language Use</i>	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakaisehingga kalimat yang ditulis efektif dan mudah dipahami.	25
<i>Mechanics</i>	Ketepatan tanda baca dan ejaan.	5
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## Lesson Plan for Control Class

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

#### CONTROL CLASS

Nama Sekolah : SMA Assalam Tanjungsari Lamsel

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X/2

Alokasi Waktu : 2 X 45 menit

Topik Pembelajaran : Teks Deskriptif

Pertemuan ke- : 3



#### A. KI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## **B. Kompetensi Dasar**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **C. Indikator Pencapaian Kompetensi**

1. Mencocokkan kata-kata sifat dengan gambar yang tepat
2. Menuliskan tanda baca dengan benar.
3. Menuliskan generic structure text descriptive dengan benar
4. Menjawab pertanyaan dari teks deskriptive
5. Menyebutkan kata-kata sifat dalam teks deskriptive
6. Mendeskripsikan tentang seseorang

## **D. Tujuan Pembelajaran**

**Selama dan setelah proses pembelajaran siswa dapat :**

1. Mencocokkan kata-kata sifat dengan gambar yang tepat
2. Menuliskan tanda baca dengan benar.
3. Menuliskan generic structure text descriptive dengan benar
4. Menjawab pertanyaan dari teks deskriptive
5. Menyebutkan kata-kata sifat dalam teks deskriptive
6. Mendeskripsikan tentang seseorang

## E. Materi Pembelajaran

### Descriptive Text

#### 1. Definition of descriptive text

Descriptive text is a kind of text which describes particular things, animal, person, or others, for instance: our pets that is known well. The spesific function of descriptive text is to give description about an object (human or non-human)

#### 2. Generic structure of descriptive text

Generic structure are the special svharacteristic of language in the text. The generic structure of descriptive text rae follow:

##### a. Identification

It is part of paragraph which introduces or identifies the character to be described. It can be called general description of the subject. Usually it contains name, kind of the object, etc.

##### b. Description

It is part of paragraph which describes parts and characters of the person or something that will be described in detail so the readers can get clear description of the subject.

#### 3. The language features of descriptive text

The language features of descriptive text are as follow:\

##### a. Focus on one spesific object

##### b. The use of simple present tense

Patten:

(+) S + V<sub>is/es</sub>

Example: they write a letter

(-) S + do/does + not + V<sub>1</sub>

Example: they do not write a letter

(?) Do/does + S + V<sub>1</sub>

Example: do they write a letter ?

##### c. The use of adjectives

Example: small, long, yummy, thick.

#### 5. The example of descriptive text: **Borobudur Temple**

Borobudur is Hindu – Budhist temple. It was build in the nineth century under Sailendra dynansty of ancient Mataram Kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and concist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular.



Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences templesat the Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is avaluable treasure for Indonesian people. The square are Istana Merdeka, the presidential palace, the National Museum, and the Istiqlal Mosque.

**F. Metode Pembelajaran**

- Expository Strategy

**G. Media Pembelajaran**

- Gambar

**H. Sumber Belajar**

- Bahasa Inggris kelas X , Kemdikbud

**I. Kegiatan Pembelajaran**

a. Kegiatan pendahuluan

- Memusatkan perhatian peserta didik dengan mengajukan pertanyaan tentang gambar tempat, ciri-ciri tempat tersebut.
- Siswa menerima informasi manfaat dalam krehidupan mempelajari teks descriptive.
- Guru menjelaskan acuan materi, yaitu tentang teks descriptive.

b. Kegiatan inti

Observasi:

- Siswa mengamati guru yang memberikan contoh gambar tempat dan teks descriptive.
- Siswa mengamati gambar dan memahami isi teks descriptive.
- Siswa berupaya menemukan informasi terkait contoh gambar yang diperlihatkan oleh guru.

Questioning:

- Siswa membuat pertanyaan terkait gambar yang diperlihatkan oleh guru.
- Guru bertanya langkah menyusun teks tulis descriptive.
- Siswa bertanya langkah mengungkapkan teks tulis descriptive.
- Siswa bertanya informasi apa saja yang terdapat dalam gambar.

- Siswa bertanya bagaimana cara membuat kalimat dalam teks descriptive.

Eksplorasi:

- Guru memberikan topik tentang pantai dan kebun binatang.
- Siswa berlatih mendeskripsikan tempat tersebut secara individu.
- Siswa menyampaikan hasilnya secara individu ke depan kelas.

Mengasosiasi:

- Guru memberikan contoh cara menulis generic structure teks deskriptif dan menjelaskan sekilas tentang teks descriptif.
- Siswa berlatih kembali teks descriptif dengan menuliskan tanda baca dengan benar. (capital letter and punctuation)
- Siswa berlatih embali menuliskan tanda baca dan generic structure secara individu.

Mengkomunikasikan:

- Guru menunjuk siswa untuk maju kedepan kelas dengan santun.
- Siswa diminta untuk mendeskripikan tempat .
- Siswa lain memikirkan jawabannya dan menanggapi.
- Guru memberikan penjelasan.

c. Kegiatan penutup

- Siswa bersama dengan guru menyampaikan manfaat, menyimpulkan hasil pembelajaran tentang descriptive.
- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran.

## J. Penilaian

1. Teknik : Tes Tertulis
2. Bentuk : Menulis Text
3. Instrument :

Instrument pertemuan ke tiga :

Write a descriptive text with your own consist of 75-100 words by thr topic below:

- a. Beach
- b. Zoo

#### 4. Pedoman Penilaian

Aspek	Deskripsi	Skor
<i>Content</i>	Isi sesuai dengan tujuan.	30
<i>Organization</i>	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
<i>Vocabulary</i>	Ketepatan penggunaan kosa kata.	20
<i>Language Use</i>	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakaisehingga kalimat yang ditulis efektif dan mudah dipahami.	25
<i>Mechanics</i>	Ketepatan tanda baca dan ejaan.	5
	<b>Total</b>	<b>100</b>

(J.B.Heaton, Writing English Test, New York: Longman,1988, p.135)

Lampung Selatan, 2018

Mengetahui  
Guru Mapel Bahasa Inggris

Mahasiswa Praktikan

Sumarni, S.Pd  
NIP.

Devi Anggraeni  
NPM. 1411040233

Menyetujui  
Kepala Sekolah

Sudarno, S.Pd.I

## **PRETEST**

Subject : English

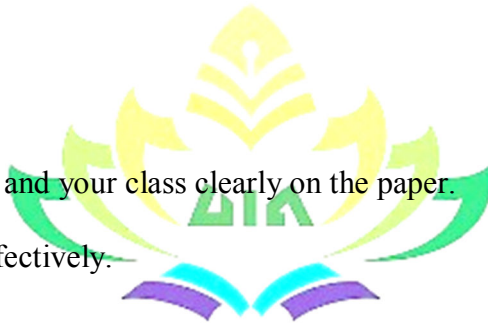
Sub Matter : Writing ( Descriptive text)

Time Allocation : 70 Minutes

Class/Semester : X/1

Directions:

1. Write your name and your class clearly on the paper.
2. Use your time effectively.
3. Work individually.



Instruction:

1. Write a descriptive text that consist of approximately 75-100 words.
2. Choose one of the topic below:
  - a. Elephant.
  - b. Agnes Monica
  - c. My Classroom

## Appendix 9

### POST TEST

Subject : English

Sub Matter : Writing ( Descriptive text)

Time Allocation : 70 Minutes

Class/Semester : X/1

Directions:



1. Write your name and your class clearly on the paper.
2. Use your time effectively.
3. Work individually.

Instruction:

1. Write a descriptive text that consist of approximately 75-100 words.
2. Choose one of the topic below:
  - a. Rabbit.
  - b. Joko Widodo.
  - c. My home.

## Appendix 10

### EXPERT VALIDATION FORM FOR WRITING TEST

Direction:

For each question, please give your response by ticking (√) a box representing your choice.

No	Question	Yes	No	Comments
1.	Do the indicators in the test instrument have covered all aspects measured?			
2.	Are the direction and the instruction of test instrument clear enough?			
3.	Is the time allocation quite effective?			
4.	Does the assessment rubric has covered all aspects and indicators measured?			

5.	Is the assessment rubric quite understandable?			

General comments:

Please give any general comment or suggestion you may have concerning this test development.



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.....

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.....

.....

.....

Validator

**Sumarni S.Pd**

## Appendix 11

### INSTRUMENT READABILITY

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Based on the instrument of essay writing test, please answer the following questions.

No	Questions	Yes	No	Scale ( 1 - 1 0 )	Comments
1	Apakah anda paham dengan petunjuk (direction) no 1?				
2	Apakah anda paham dengan petunjuk (direction) no 2?				
3	Apakah anda paham dengan petunjuk (direction) no 3?				



4	Apakah anda paham dengan perintah (instruction) no 1?				
5	Apakah anda paham dengan perintah (instruction) no 2?				

- 1 menjelaskan sebuah soal mudah di pahami dan 10 menunjukan soal yang susah untuk di pahami.



## Appendix 12

### The Students' Name in Experimental Class

N	Student's Name	Gender	Code
1	ADEK NURUL ANGGRAINI	F	E-1
2	AKBAR DARMA WIRAWAN	M	E-2
3	AMANDA LESTARI	F	E-3
4	ANTI LESTARI	F	E-4
5	CANDRA ADITYA NUGRAHA	M	E-5
6	DESI YANTI	F	E-6
7	DILEN	F	E-7
8	EDI KURNIAWAN	M	E-8
9	ELIYA SASTI	F	E-9
1	FITRIYANI	F	E-10
1	HAFID ARUNG LAKSONO	M	E-11

1	INDAH YANTI	F	E-12
1	IQBAL PRASTOWO	M	E-13
1	LISA MARSHANDA	F	E-14
1	MARIYO	M	E-15
1	MELA OKTAVIA	F	E-16
1	NINGSIH SETYAWATI	F	E-17
1	NURUL AULIA SARI	F	E-18
1	ONGKI SAPUTRA	M	E-19
2	PIPIN KARTIKA	F	E-20
2	RESTU SETYANTO	F	E-21
2	RIDO LUANSA	M	E-22

2	RINI ANGGRAINI	F	E-23
2	SEDAYU F	M	E-24
2	SELLI PUTRI	F	E-25
2	SRI ASIH	F	E-26
2	TARIO ANWAR	M	E-27
2	VINCEN	M	E-28
2	WELAS ASIH	F	E-29
3	YENI UTARI	F	E-30

### Appendix 13

N	Student's Name	Gender	Code
1	AFRI PUBAN AFGANTA	M	C-1
2	AGUSTIAN	M	C-2
3	ALVI ISMAYANI	F	C-3
4	ANASARI	F	C-4
5	ANDIKA	M	C-5
6	ARMANDO	M	C-6
7	DASLAN GUSTIAWAN	M	C-7
8	DESI DWI FITRI	F	C-8
9	DHISA TRIYANI	F	C-9
1	DIMAS PRAYOGA	M	C-10
1	DODI RANATA	M	C-11
1	ELI OKTAVIANI	F	C-12

1	FERI ANGGORO	M	C-13
1	ILUT DIANTORO	M	C-14
1	KHOIRUN NISA	F	C-15
1	M. RAFLI	M	C-16
1	MAIDA HERAWATI	F	C-17
1	NANDA KHOIRUNISA	F	C-18
1	NOVIANA	F	C-19
2	NURUL ISTIKOMAH	F	C-20
2	OKTA RIYANTO	M	C-21
2	OKTAMI	F	C-22
2	RENDI AJI PUTRA	M	C-23

2	RESTU NINGTYAS	F	C-24
2	RIANTO	M	C-25
2	SARI MAHARANI	F	C-26
2	SITI FATIMAH	F	C-27
2	SITI NUR RAHAYU	F	C-28
2	SUNDARTO	M	C-29
3	TRI SUSILOWATI	F	C-30

## Appendix 14

### The Name of Students' Readability

No	Student's Name	Gender	Code
1	AHMAD SHIDIQ	M	T-1
2	ALDI ALFA RIFANI	M	T-2
3	ANGGARA RAMADAN T	M	T-3
4	AYU TANTRI	F	T-4
5	DANI EFENDI	M	T-5
6	DEWI MEFFI ARIANTI	F	T-6
7	ELFA RANI	F	T-7
8	FERDA APRILIA	F	T-8
9	FERLI RISKI	M	T-9
10	HENZEN DANA SAPUTRA	M	T-10
11	ILHAMDI JULIO MAUDI	M	T-11
12	JENI PUSPITASARI	F	T-12
13	LULUK M.P	F	T-13



14	NADIA ELVIANI	F	T-14
15	NOVI ASTUTI	F	T-15
16	NUR ARDIANSYAH	M	T-16
17	NURUL HASANAH	F	T-17
18	OKTAVIA WULANDARI	F	T-18
19	PANDU ADI WINANTA	M	T-19
20	PUPUT PERMATA SARI	F	T-20
21	PUTRA LASMAN	M	T-21
22	RIDHO AL APRI	M	T-22
23	ROHAYATI	F	T-23
24	SINTA LIKASARI	F	T-24
25	SUCI SETIOWATI	F	T-25
26	SUGIYANTO	M	T-26
27	TONI ADITYA	M	T-27
28	VALENTINA DIVA	F	T-28
29	VELLI NOVITASARI	F	T-29

## Appendix 17

### The Result of Readability Instrument

No	Students' Code	Scale					Total	Average
		1	2	3	4	5		
1	T-1	2	2	1	7	2	14	2.80
2	T-2	2	1	1	7	2	13	2.60
3	T-3	2	2	1	3	2	10	2.00
4	T-4	1	2	1	4	2	10	2.00
5	T-5	2	2	1	2	1	8	1.60
6	T-6	2	2	1	2	1	9	1.80
7	T-7	2	2	1	2	2	9	1.80
8	T-8	2	1	1	3	2	9	1.80
9	T-9	2	1	1	3	2	8	1.60
10	T-10	2	2	2	2	1	10	2.00
11	T-11	1	2	1	2	2	8	1.60
12	T-12	2	2	1	3	2	10	2.00
13	T-13	1	2	2	1	1	8	1.60
14	T-14	1	2	1	3	3	10	2.00

15	T-15	2	1	1	2	1	7	1.40
16	T-16	2	1	1	2	1	7	1.40
17	T-17	2	2	2	3	2	11	2.20
18	T-18	1	2	1	2	1	7	1.40
19	T-19	1	1	1	3	1	7	1.40
20	T-20	2	2	1	2	1	8	1.60
21	T-21	2	1	2	5	1	11	2.20
22	T-22	2	2	2	4	2	12	2.40
23	T-23	2	2	2	4	2	12	2.40
24	T-24	2	1	1	4	2	10	2.00
25	T-25	2	1	1	3	1	8	1.60
26	T-26	2	1	1	3	2	9	1.80
27	T-27	1	2	1	3	2	9	1.80
28	T-28	1	2	1	3	2	9	1.80
29	T-29	2	2	2	2	1	9	1.80
Total Mean								54.40/29
Mean								1.88

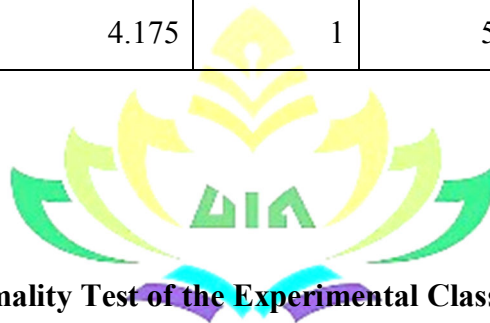


## Appendix 19

### The Result Homogeneity Test

#### Test of Homogeneity of Variances

Score	Levene Statistic	df1	df2	Sig.
	4.175	1	58	.072



## Appendix 18

### The Result Normality Test of the Experimental Class and Control Class

#### Tests of Normality

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Clas		Statistic	Df	Sig.	Statistic	df	Sig.
Gain	1	.135	30	.200	.987	30	.371
	2	.142	30	.182	.947	30	.193

## Appendix 20

### The Result of Reliability

**Reliability Statistics of pre-test**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
,923	,890	10

**Reliability Statistics of post-test**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
,870	,926	10

Appendix 21

The Result of Independent Sample Test

Independent Samples Test									
Levene's Test for Equality of Variances		t-test for Equality of Means							
F	Sig.	t	df	g. (2-tailed)	n Difference	td. Error Difference	5% Confidence Interval of the Difference		
							Lower		Upper
l variances assumed	4.175	.072	1.684	58	.013	4.875	2.560	1.958	16.38
l variances not assumed			1.684	56.472	.013	4.875	2.560	1.956	16.38

**Appendix 22**

**Result of the Pre-test in the Experimental Class**

e

l	30
ing	0
n	58,717
Error of Mean	,8639
ian	58,000
e	60,0
Deviation	4,7319
ance	22,391
wness	,324
Error of Skewness	,427
osis	-,475
Error of Kurtosis	,833



ge	19,0
mum	50,0
mum	69,0
	1761,5



Appendix23

Result of the Pre-test in the Control Class

Statistics

re

l	30
ing	0
n	57,767
Error of Mean	,9392
ian	56,000
e	54,0
Deviation	5,1440
ance	26,461
wness	,515
Error of Skewness	,427
osis	-,830



Error of Kurtosis	,833
ge	18,0
mum	50,0
mum	68,0
	1733,0



Appendix 24

Result of the Post-test in the Experimental Class

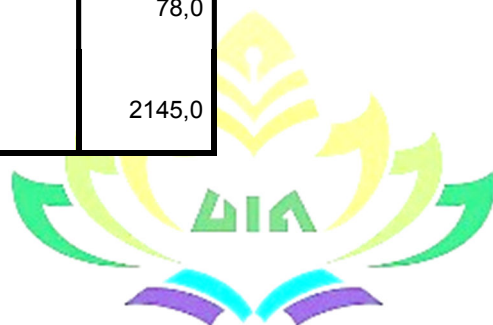
Statistics

re

l	30
ing	0
n	71,500
Error of Mean	,7346
ian	72,000
e	70,0 <sup>a</sup>
Deviation	4,0236
ance	16,190
wness	-1,237
Error of Skewness	,427



osis	3,395
Error of Kurtosis	,833
ge	20,0
mum	58,0
mum	78,0
	2145,0



**Appendix 25**

**Result of the Post-test in the Control Class**

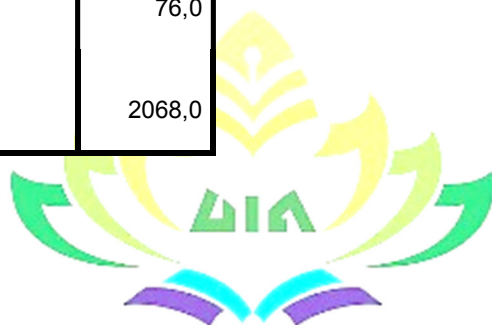
**Statistics**

re

l	30
ing	0
n	68,933
Error of Mean	,6538
an	70,000
e	72,0
Deviation	3,5809
ance	12,823
wness	-,603
Error of Skewness	,427



osis	,218
Error of Kurtosis	,833
ge	16,0
mum	60,0
mum	76,0
	2068,0







## Appendix 7

### SILABUS

**Mata Pelajaran : BAHASA INGGRIS - WAJIB**

**Kelas : X**

**Kompetensi Inti :**

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan</p>	<p><b>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</b></p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah.</li> <li>Siswa menirukan contoh secara terbimbing.</li> <li>Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li> <li>Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara kelompok membacakan teks deskriptif lain dari berbagai</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks deskriptif</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan</li> <li>Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif</li> </ul>	9 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

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<p>bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks,</p>	<p>terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>g semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat</p>	<p>sumber dengan pengucapan, tekanan kata dan intonasi yang tepat</p> <ul style="list-style-type: none"> <li>Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.</li> <li>Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan</li> <li>Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.</li> <li>Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.</li> </ul>	<p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan</li> </ul>		

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<p>dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme,</p>	<ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya</li> <li>Siswa menyunting deskripsi yang dibuat teman.</li> <li>Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading.</li> <li>Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai.</li> <li>Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala</li> </ul>	<p>kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif.</p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <ul style="list-style-type: none"> <li>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</li> </ul>		

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	percaya diri.	<p>yang dialami.</p> <ul style="list-style-type: none"> <li>Siswa dapat menggunakan 'learning journal'</li> </ul>			